

KENTUCKY MIGRANT EDUCATION PROGRAM

GUIDEBOOK FOR MIGRANT ADVOCATES



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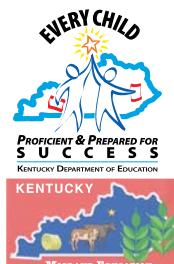


PHOTO OF CORN COURTESY OF SYNGENTA

A photograph of a lush green field, likely a tobacco field, with rows of plants stretching towards a dense forest in the background. The text is overlaid on the left side of the image.

A ADVISOR
D DECISION MAKER
V VIGOROUS
O ORGANIZER
C CATALYST
A ADAPTABLE
T TEACHER
E EMPATHIZER

Photo by Vicki Lane

Acknowledgements

A special thanks to the people who assisted in editing and revising the Kentucky Guidebook for Migrant Advocates for 2014.

Christina Benassi, State Identification and Recruiter Coordinator, Kentucky Department of Education

Judith Littleton, Migrant State Director, Kentucky Department of Education

Vicki Fosbender, Title I Part A Consultant, Kentucky Department of Education

Heather Rhorer, Migrant Consultant, Kentucky Department of Education

Contact Information

For questions concerning the Kentucky Guidebook for Migrant Advocates, contact:

Christina Benassi

State ID & R Coordinator

Division of Consolidated Plans and Audits

Kentucky Department of Education

500 Mero Street, 8th floor

Frankfort KY 40601

Phone: (502) 564-3791 ext. 4025

christina.benassi@education.ky.gov

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1. Introduction

Children of migrant workers are affected by repeated moves, disruption in schooling, poverty, health needs, social isolation and language barriers. These children run a greater risk of failing to meet the challenging state content and performance standards that all students are expected to meet. Low academic achievement and frustration with school may cause many migrant children to drop out in their early teens. To reduce the impact of those educational barriers, the U.S. Congress authorized federal funding to establish the Migrant Education Program (MEP) in 1966 under the authority of Title I of the Elementary and Secondary Education Act (ESEA). The U.S. Department of Education (USED) administers the Office of Migrant Education (OME), which is responsible for meeting the special needs of migratory children and youth.

As stated in the No Child Left Behind Act of 2001, the purpose of the MEP is to:

- support high-quality and comprehensive educational programs for migratory children to help reduce educational disruptions and other problems that result from repeated moves
- ensure that migratory children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements and state academic content and student academic-achievement standards
- ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner
- ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic content and student academic-achievement standards that all children are expected to meet
- design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, curious health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment
- ensure that migratory children benefit from state and local systemic reforms

To achieve this purpose, OME helps state education agencies (SEAs) administer the MEP within their states. Each SEA receiving MEP funds is responsible for developing and implementing programs that assist migrant children to overcome the educational barriers resulting from their migratory lifestyle. The Identification and Recruitment (ID&R) of migrant children and youth is the first step in carrying out this important work. The second step is advocacy. As such, these activities, conducted in every school district where migrant children reside and are served, are the foundation of the MEP.

The Kentucky Department of Education (KDE) is ultimately responsible for the advocacy of all eligible migrant children in the state and must secure all pertinent information to serve these children based on their eligibility. KDE sub-grants MEP funds to local educational agencies (LEAs) to administer services and other program activities at the local level. It is imperative that KDE and LEAs effectively implement the state guidance for advocacy.

Districts have the responsibility to assist the state with advocacy of migratory children. Kentucky districts are required by statute to cooperate with KDE in identifying, reporting and serving migratory children residing in their area.

704 KAR 3:292

RELATES TO: KRS 156.010, 156.035, 156.070

STATUATORY AUTHORITY: KRS 156.070

NECESSITY, FUNCTION, AND CONFORMITY: In accordance with Section 435 of the General Education Provisions Act and sections 1201, 1202, and 1203 of the Augustus F.

Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, the Department of Education, when applying to the U.S. Department of Education for participation in programs for migrant children under Chapter 1 of the Education Consolidation and Improvement Act of 1981, must submit an approvable plan and satisfactory assurances that all requirements of the law will be met. The administrative regulation implements the State Board for Elementary and Secondary Education's duties to develop education policy, to implement acts of Congress appropriating and apportioning funds to the state and to provide for the proper apportionment and disbursement of federal migratory children funds in accordance with the state's current plan.

Section 1

1. The Department of Education shall implement services to children by making grants to local school districts which have contractions of eligible migrant children.
2. Participating school districts shall submit an annual application for funds to provide services to eligible children.
3. The application shall be authorized by the local board of education and be approved by the Department of Education.
4. Participating school districts shall perform an annual assessment of the needs of eligible migrant children.
5. Participating school districts shall coordinate the migrant program with other federal, state and local programs and agencies as appropriate.

The objective of this manual is to familiarize advocates with the rules and procedures for providing services under Kentucky's MEP. In addition, this manual will explain how important the role of an advocate is to the program and to migrant children, youth and parents. It is a reference guide designed to help advocates:

- understand how to serve migrant children: preschoolers; school-aged; Out-of-School Youth ages 0-21; and parents
- implement parent-involvement activities
- become more aware of various services, programs and resources for migrant families, Out-of-School Youth ages 0-21 and parents
- refer to a list of available resources to use to provide services

The manual provides valuable information for advocates and personnel providing services to migrant children.

- Chapter I provides a brief overview of the migrant-education program.
- Chapter II discusses the purpose of providing services and provides an overview of the program, contact information and an organizational chart to help advocates understand the hierarchy.
- Chapter III explains the roles and responsibilities of advocates and school districts.
- Chapter IV provides advocates with understanding of how students are identified as priority for services (PFS).
- Chapter V discusses in detail how to provide services to families, Out-of-School Youth (OSY), preschoolers, students with disabilities and English language learners. This chapter also includes information about the types of services that are allowable, home visits, naturalization and public relations.
- Chapter VI provides advocates with information about coordinating with other services intrastate and interstate.
- Chapter VII provides advocates with information about parent-involvement activities, parent meetings and parent advisory councils.
- Chapter VIII shares information about the summer school programs and intercession sessions.
- Chapter IX discusses basic information on the policies and procedures.
- Chapter X focuses on the information needed to monitor and review programs.

- Chapter XI provides advocates with a list of resources that will be helpful to use with their migrant families.

This manual contains key tools and structures that will facilitate the reader's understanding of the Kentucky advocacy policies. Readers will notice direct references to the OME's 2010 *Non-Regulatory Guidance for the Title I, Part C Education of Migratory Children* and the Code of Federal Regulations (as published on the *Federal Register* notice of July 29, 2008). These references will further assist readers to understand how and why Kentucky has determined its state policies regarding advocacy. These references will be marked as direct quotes and will include citations to their specific locations within the OME *Non-Regulatory Guidance*. Other tools are located at the end of this manual for reference, such as a glossary of definitions, resources for advocates and other important information for advocates.

II. Purpose of Services

a. Advocate Responsibilities

An advocate's responsibility is to serve migrant children. A migrant family's mobility sometimes causes gaps in a child's schooling. When these gaps occur, the children may fall behind in core content areas. The advocates are there to provide support to the children during these situations. The needs assessment is part of what bases children as priority for service. Children that are at risk of failing or whose education has been interrupted during the school year need the instructional services an advocate can provide. Advocates also provide supportive services to parents if they need assistance. An advocate can offer referrals for services related to health, welfare and social needs or provide direct services to the family. Finally, an advocate also can provide learning opportunities for the Out-of-School Youth (OSY). The advocate maintains contact with OSY. An advocate offers instructional assistance with school enrollment, credit recovery and/or enrollment in general education development (GED) classes. An advocate also provides supportive services by referrals to local agencies, including local agricultural job opportunities and the education of the OSY on basic needs, cooking, taking care of young children and work safety.

Services – advocates provide educational or educationally related activities, e.g., tutoring, providing transportation, arranging transportation via taxi services or public transportation, referrals, and assisting with personal issues, to migrant children to help them succeed in school.

Services must:

supplement, not supplant (Civil Rights Act of 1964, Chapter VI; Equal Educational Opportunities Act of 1974, ESEA 3115(g) and 1114(a)(2)(B))

directly benefit a migrant child

address the needs of a child according to the comprehensive needs assessment (CNA) and service delivery plan (SDP)

be grounded in scientifically based research or with support services that are generally accepted practices

be designed to assist the program to meet its measurable goals and contribute to the achievement of the state's performance targets

There are two types of allowable services that the SEA, region or district may provide to a child or family:

Instructional Services – These are services that are strictly educational; for example, educational activities for preschoolers, tutoring before or after school, and instruction for elementary and secondary students. *In order for these services to be counted they must be administered by a certified teacher.*

Supportive Services – These are services that are directly related to education, such as advocacy for migrant children: health needs, nutritional needs, social services and transportation.

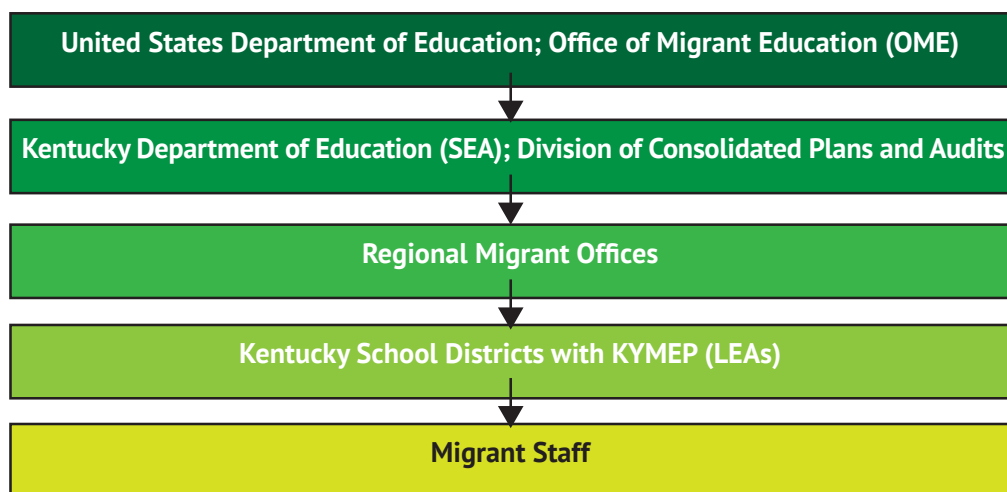
Scientifically based research means research that involved applying rigorous, systematic and objective procedures that provide a reliable and valid knowledge that is relevant to educational activities and programs. For example, the research may have been accepted by a peer-reviewed journal or approved by a panel of experts through a comparable rigorous, objective and scientific review process. Sometimes the research has been evaluated using experimental or quasi-experimental designs and a random assigned sample. [Section 9191(37) NCLB]

For more information on this subject (www.ed.gov/nclb/methods/whatworks/research), contact the U.S. Department of Education, Office of Elementary and Secondary Education, Office of Migrant Education.

b. Kentucky Advocate Organizational Chart

With the assistance of the regional migrant offices, the Kentucky Migrant Education Program's (KYMEDP's) state office administers all advocacy efforts in the state. The KYMEDP state office receives all data regarding services in Kentucky. Part of each LEA's yearly allocation for the local MEP is designated for advocacy efforts. LEAs use these funds appropriately to hire advocates, attend and/or provide advocacy training, and implement their local quality-control plans.

Below is an organization chart for the KYMEDP Program.



The following jobs are a vital part of the regional and district MEP.

- * recruiters – identify and recruit families for the Migrant Education Program
- * advocates – provide and/or ensure children have access to services from school and the community to help them succeed in education
 - refer families who need assistance with social services, medical services and/or clothing
 - assist with the parent-involvement activities; migrant representation in the district consolidated planning process; the migrant program needs assessment; summer school/intersession planning for migrant children; and program evaluation
 - use the National Migrant Student Information Exchange (MSIX) database to effectively place migrant students
 - Conduct district-level PAC meetings to continue to build relationships with parents of MEP students.
- * instructional assistants – work directly with migrant children in the classroom and conduct home visits if there is no advocate in the district

*district administrators – provide direction and leadership to the migrant program, assist district MEP staff with program and budget issues, and ensure migrant program obligations are met

- conduct district-level planning meetings to provide professional development and program updates to ensure the local MEP is an effective program within the district
- monitor local migrant projects and provide technical assistance as needed
- complete grant applications

*regional record clerks

- inputs the data from the Certificate of Eligibility (COE)
- works with MIS2000, the state migrant database
- inputs data pertaining to school and health records
- works directly with MSIX
- inputs MIS2000 student ID numbers into Infinite Campus

*regional coordinators – provide direction and leadership to the migrant program, assist school districts in programs and budget designs, and ensure migrant program obligations are met

- conduct regional or local planning meetings to provide professional development and program updates
- coordinate the regional parent advisory council (PAC)
- monitor local migrant projects and provide technical assistance as needed

c. Regional Coordinators Contact Information

The KYMEP is divided into four regions: Western, Central, Southeastern and Northeastern. Each region consists of a regional office staffed with a coordinator, clerk, recruiter and advocate. Each regional office is responsible for offering support, oversight and technical assistance to the assigned districts that receive migrant funds. The regional office also recruits and serves students in districts without a district-run MEP.

Regional Coordinators

Cindy Sasser

Western Region A

150 School Ave

Madisonville KY 42431

(270) 824-1898

Cindy.Sasser@kctcs.edu

April Willis-Harper

Central Region B

1309 Roseville Road

Glasgow, KY 42141

(270) 678-1926

April.Harper@barren.kyschools.us

Sheila Anderson

Eastern Region C

904 Rose Road

Ashland, KY 41102

(606) 928-0205

Sheila.Anderson@kedc.org

Michael Hay

Southern Region D

Eastern Kentucky University

143 Keith Building

521 Lancaster Ave.
Richmond KY 40475
(859) 622-8447
Michael.Hay@eku.edu

Jackie RothNorthern Region E
164 Opportunity Way
Building B, Room 105
Lexington, KY 40511
(859) 246-4604
Jackie.Roth@kctcs.edu

III. Roles and Responsibilities

What is an advocate? Who can become an advocate? Where does an advocate work? This section attempts to answer these and other questions regarding the complex and challenging jobs of an advocate. Understanding the role of advocates in the MEP provides a greater appreciation of their efforts and contributions to the program.

a. Roles and Responsibilities of Migrant Advocate

Advocates at a glance:

- reports to: the district and/or regional migrant coordinators
- Wage/Hour status: nonexempt
- primary purpose: responsible for implementing migrant program by providing advocacy in the area of academics, monitoring and career and vocational assistance; supporting the success of at-risk students and assisting with personal and social needs. Advocates also assist migrant parents with school work in order to enhance their child's growth and development

Minimum qualifications:

- high school diploma or GED
- communicate effectively, orally and written
- ability to communicate effectively with parents of migrant students
- knowledge of basic computer software
- experience working semi-independently and in collaborative teams
- thorough knowledge of the geographic area
- willing to work irregular hours and an irregular schedule, including weekends, evenings and summers
- experience working with migrant youth and/or high-mobility/at-risk population
- ability to follow written and verbal instructions
- knowledge of various local social service agencies

Major responsibilities and duties:

- ▶ performs other duties and responsibilities as assigned by supervisor:
- ▶ Meet and maintain contact with the child's classroom teacher to determine levels of academic proficiency and how the migrant program can assist the child to achieve.
- ▶ Periodically meet with the child to ensure he/she is performing well academically and is adjusting to teachers, peers and school.
- ▶ Provide direct services for migrant students according to the priority for services (PFS) definition.
- ▶ Refer families to resources that might have a direct bearing on their child(ren)'s success in school, (e.g., social services, health services, clothing and other needs); thus providing support to ensure the student's academic success.
- ▶ Monitor student attendance and report problems, such as suspensions and withdraw-

als, involving migrant students.

- ▶ Maintain complete records that reflect student referrals, contacts, logs of activities and other documents needed for audits and accountability.
- ▶ Compile and maintain data for completing a needs assessment of the program and for reports needed by the regional records clerk.
- ▶ Facilitate effective communication between the family and school to enhance academic success.
- ▶ Provide information to a tutor or a school employee that may be helpful in designing activities to benefit the child.

Organize and plan parent-involvement activities and Parent Advisory Council meetings, summer school/ intercession planning for migrant children, program evaluations and the migrant program needs assessment.

Provide parents/guardians with information on child(ren)'s school/academic progress.

Ensure students and families gain access to school and community resources, including role models.

Complete the Out-of-School Youth (OSY) profile form, Student Assessment Score Sheet (SASS) and Student Tracking Form to determine and deliver appropriate services.

Assist OSY by referring them to EL programs, HEP programs, GED programs and other educational programs/services or providing them with direct services.

Make regular home visits to meet with parents/guardians, assess the home environment, determine needs of other children who may live there and seek the involvement of parents/guardians in their child's education through modeling, coaching and placement of appropriate educational training.

Continually seek and participate in appropriate professional development and training opportunities to enhance existing skills and to learn new skills for the job.

Continue to provide services for OSY until he/she has moved or is no longer eligible for migrant services.

Maintain confidentiality with migrant families and/or staff.

Attend all trainings for advocates and recruiters and meetings arranged by the regional/ state migrant coordinators, including any state-mandated trainings or professional development.

a. Confidentiality

The Family Educational Rights and Privacy Act of 1974 is a federal law that protects students' educational records. This law applies to any school that receives funds under an applicable program of the U.S. Department of Education. Parents have certain rights, as do children over the age of 18. Parents or children over the age of 18 have the right to review and inspect a student's education records that are maintained by the school.

Confidentiality is a key component to a successful MEP. It enables trust and a professional relationship to develop among family, school personnel and agencies.

b. Helpful Tips

- A few tips for success as a migrant advocate are:
- Rather than staying in the office, be on the go; identify problems and locate help.
- You may not have all the answers, but use all available resources to find possible solutions.
- If you're new on the job, try job-shadowing an experienced advocate. This allows you a first-hand view of the situational problems that can arise daily.
- Be careful about sharing a child's information with non-custodial parents or persons who might answer a parent's telephone (e.g., a boyfriend). Sharing confidential information with school personnel or others should only be done on a need-to-know basis.

- Making yourself accessible to parents and students with frequent contacts lets the families know that you want to help them. Therefore, they will be more comfortable in contacting you when there is a need

IV. Priority for Services

a. Priority for Services

According to section 1304(d) of the statute, priority for services (PFS) are those migrant children who are failing, or most at risk of failing, to meet the state's challenging academic content standards and challenging student academic achievement standards and whose education has been interrupted during the regular school year.

The SEA or the LEA should identify eligible migrant children who are at most risk of failing. They also should determine the educational needs of the child as well as the educationally related needs. SEAs should first determine which children are failing or most at risk of failing to meet the state's academic content standards and student-achievement standards. Among those children who are failing or at most risk of failing, the SEA must identify and give priority for services to children whose education had been interrupted during the regular school year. Based on the educational needs assessment, the SEA or LEA should determine the primary focus of the program (e.g., instructional area, grade levels). Finally, select children with the greatest need for MEP services based upon priority for services criteria in section 1304 (d) of the statute.

SEAs and local operating agencies may serve children who do not meet the priority for services criteria so long as they serve children who meet this criterion first.

b. Educational Needs Assessment

Within two weeks of completing a COE on a migrant child for the migrant program, an educational needs assessment form must be completed. This form is uniform throughout Kentucky. Either the advocate or the recruiter will ask families the questions on this survey to help identify the child's needs. The form is completed based on the information that is available at the time of the interview. The educational needs assessment form is sent to the regional office for entry into MIS2000, the state migrant database. The data generates a priority for services (PFS) number in a report. This report is then sent to district advocates to know which children are classified as PFS. If more educational information becomes available throughout the year, the advocate updates the original form using red ink and sends it back to the regional office. Anytime the advocate checks a box on the needs assessment form, the advocate should keep accurate documentation on the student in order to show the State ID&R Coordinator monthly. Whenever the advocate denotes a need by checking a box on the needs assessment form, they must keep accurate documentation of that needs' determination and provide that documentation to the state ID&R Coordinator upon request.

Who needs to get served first? PFS children receive services first: then all other migrant students. PFS children are those who have had an interruption in the school year, which is denoted by a student attending two or more schools in a given school year, plus a combination of another factor that would demonstrate a lack of achievement and place a student at-risk of failing at school. For example, a PFS child could have had an interruption in the school year plus received a failing grade in math. PFS students should be attending summer school and intercessions and receiving services first in the district, since they are the ones most at risk. After they have been served, then all other students should be served; however, if a district experiences time and/or money constraints, then students can be rank-ordered based on educational needs. Students who do not receive funds should be served after the PFS.

c. Continuing Services

Three possible scenarios could occur that would enable advocates to continue services after a student's end of eligibility (EOE):

- ▶ If a child's eligibility ends during the school year, then the school district or region may provide services for the remainder of the school year [see section 1304(e)(1)] (e.g., if a child EOE is in October then the advocate may provide services until the end of the regular school year even though the child's eligibility is over).
- ▶ If a child's eligibility ends and the school district or region provides services for an additional school year because comparable services are not available through other programs [see section 1304(e)(2)] (e.g., if a child not attending a Title I school and is receiving migrant-funded reading tutoring services to read on grade level, these services can continue assuming there are no other programs in place that can meet the needs of this child).
- ▶ A school district or region can continue to serve secondary school students who were eligible for services through credit-accrual programs until they graduate [see section 1304(e)(3)] (e.g., if a student EOE is in September but the advocate has been working on a credit-accrual program, then the advocate can continue to provide services until the student graduates).

NOTE: Before services are provided, advocates should make sure that other schoolwide programs such as Title I Part A, Homeless, Rural and Low Income, Neglected and Delinquent, Family Resource and Youth Service Centers (FRYSCs), Individuals with Disabilities Education Act (IDEA) and Title III are being used before migrant funds to provide services for migrant children.

Reporting COS in the Consolidated State Performance Report (CSPR):

The file specifications for "C123-MEP Students Served- Regular School Year" states, "Do NOT include children served under Section 1304 € (1), which are children whose eligibility expired during the school term." Basically if you check the Non-Regulatory Guidance (NRG), COS (1), the Office of Migrant Education (OME) does not need a count for these students as they were previously counted during the performance period. OME only needs counts from the states for students under COS(2) and (3).

KYMEP Clarification

In order to be COS(2) a student must be PFS during the current year to continue services the next year. The district would need to add the student's name to the current enrollment that is provided to them at the beginning of the school year and mark the student as COS. The district would not receive any additional funding for this student. The clerks would then check the COS checkbox on the school history panel.

In order to be COS (3) a student must be enrolled in a credit accrual program and then complete the current enrollment report as COS (2).

April 16, 2014

Providing Services for Migrant Children and Their Families

a. Supplement vs. Supplant of Services

According to the Civil Rights Act of 1964, Chapter VI; Equal Educational Opportunities Act of 1974, ESEA 3115(g) and 1114(a)(2)(B), migrant education funds are used as supplemental to the regular services a migrant child receives. These statutes require SEAs and local operating agencies to:

use MEP funds to "supplement, not supplant" non-federal funds

provide services to migratory children with state and local funds that are at least comparable to services provided non-migratory children

Supplement – a service added to the child's existing curriculum to help the child succeed in education.

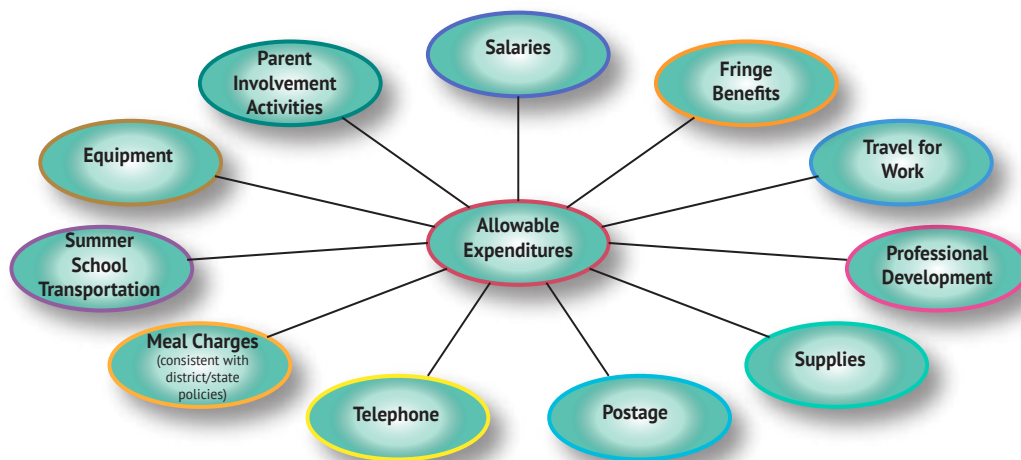
Supplant – a service that takes the place of an existing curriculum or service provided to migratory children.

Advocates must see that the child is receiving required school services before MEP funds

are used to serve the child (e.g., if the school offers math tutoring in a schoolwide Title I program then the child should receive those services first). It is important that advocates are aware of what is offered at each school in the district so they know how to serve all migrant children.

b. Allowable Expenditures

There are federal guidelines (ESEA, NGR, EDGAR, OMB A-87, 34 CFR part 200) pertaining to allowable program expenditures that "... are necessary and reasonable for the proper administration of the program."



The Kentucky MEP and the Division of Budgets developed MUNIS guidance based on the non-regulatory guidelines and other budget documents from the federal government. According to this guidance, certain things are allowable expenditures and certain things cannot be purchased with migrant funds except as a last resort. The above chart shows several things that can be purchased by migrant funds as long as the items are used for the migrant program. A few other more specific items that can be purchased with migrant funds include:

- bus tokens for migrant families in the program to attend meetings or migrant-sponsored events
- reimbursement of lost wages for parents attending a PAC meeting
- transportation costs for parents attending a PAC meeting
- advertising migrant-sponsored events by using radio, television or newspaper
- posters and other publications printed for migrant programs
- newspapers, books, supplemental educational materials and audiovisual materials used for migrant purposes

There are several things that cannot be purchased by migrant funds. To ensure the use of these funds, please consult your regional coordinator and KDE consultant. In some rare circumstances, these funds may be used, but only as a last resort.

- Advocates may not purchase the following items using migrant funds:
- scholarships
- merchandise for resale
- organizing supplies: bookshelves, shelving units
- personal services
- non-instructional field trips
- catering, group sales, milk, in-service, vending, tuition, flooring supplies and material, lawn and landscaping supplies

Advocates cannot purchase the following items for migrant families using migrant funds without prior approval and **only as a last resort**:

- welfare spending (food and clothing) Up to .5% of the total budget may be used for welfare during the regular and summer terms.
- graduation expenditures and diplomas
- health services (minor services), such as sport physicals and eye and dental exams

- health supplies and materials, particularly for OSY

c. Home Visits

The importance of home visits cannot be overemphasized. Home visits allow advocates the opportunity to assess the home environment, meet the parents and determine the presence of non-school-aged children in the home. Advocates must gain the trust of migrant families. They must find out what difficulties the family may be facing; determine if water, electricity and sanitary facilities are available; and determine that the living accommodations do not otherwise pose hazardous conditions for the children. Most of this can be determined through the initial home visit and completion of the educational needs assessment. Taking age-appropriate materials to the children and resource lists, local maps, calendars and pens/notebooks to parents not only benefits the family but is valuable in developing a working relationship with the parents. Family resource centers, churches, clubs, Wal-Mart, health departments and back-to-school community activities are a few local resources to use.

Free Promotional Items:

- www.epa.gov/region5/enved/orderpublications.html#form This site has coloring books about Earth Day.
- http://chge.med.harvard.edu/programs/healthyceans/once_upon_a_tide/home.html *Once Upon a Tide* video - learn about the ocean (Spanish/ English).
- **Frankfort Habilitation Inc.** – (502) 227-9529; provides free brochures on dozens of subjects such as nutrition, Your Growing Child, About Sickle Cell Trait/Anemia, How to Help Your Child Grow, Pregnancy/Baby, Pregnancy/Family Planning and many others

d. Legal Issues

One of the advocate's primary responsibilities is to contact migrant families. Sometimes visits may leave an advocate with an uneasy feeling due to circumstances that directly impact the child, such as observances of bruises on the child or lack of heat, electricity or sanitary water supply.

It is strongly recommended that the advocate meet with a local staff member of the Protection and Permanency Branch (formerly child welfare office) of the Community Service Branch (formerly social services) to establish a collaborative relationship. The exchange of information will allow the migrant advocate to inform Protection and Permanency staff of the services the Migrant Education Program offers migrant families. This exchange of information also will educate the advocate about legal responsibilities.

Naturalization

Many migrant families have concerns or questions about becoming U.S. citizens. This section will provide advocates with a description of how to become a citizen through naturalization, what the requirements are, what it means, the benefits of citizenship and avoiding scams.

In the central and eastern Kentucky areas, the Maxwell Street Legal Clinic can assist immigrants and refugees. The Maxwell Street Legal Clinic is a non-profit, public organization in Lexington. This clinic helps bring family members from different countries with permanent and legal statuses and with child protection services. The clinic's website is in both English and Spanish. First-time clients must call the office to request a consultation. Calls are accepted 9 a.m. to 1 p.m. EST Wednesdays. Walk-in clients are not accepted.

Maxwell Street Legal Clinic

210 East Maxwell Street

Lexington, KY 40508

Phone: (859) 223-2840

Fax: (859) 554-0504

<http://maxlegalaids.kyequaljustice.org/>

- The clinic accepts the following categories of cases (due to limited resources, these categories do sometimes change):
- Affordable Care Act applications
- asylum
- Cuban Adjustment Act
- Deferred Action for Childhood Arrivals (DACA) applications and renewals
- family-based petitions
- families of asylees and refugees
- NACARA 203 (for Salvadorans and Guatemalans)
- naturalization
- permanent residence – “Green Card”
- Special Immigrant Juvenile Status
- U and T visas
- VAWA (Violence Against Women Act)
- TPS (temporary protected status)

Legal Aid Society

416 W. Muhammad Ali Blvd., Suite 300
Louisville, KY 40202
(502) 584-1254

www.laslou.org/

This agency helps those in poverty by providing a free legal service. The society fights on individuals' behalf on issues concerning health and safety.

Russell Immigration Law Firm

1012 S 4th Street
Louisville, KY 40203-3208
(502) 587-7791

www.russellimlaw.com/

Kentucky Immigration Law Firms

www.lawyers.com/Immigration/Kentucky/browse-law-firms-by-city.html

Vickerstaff Law Office

4109 Bardstown Road Suite 106
Louisville, KY 40218
Telephone: (502) 442-2039 or (888) 832-2944
Fax: (502) 491-0719

www.vickerstafflaw.com/

This lawyer assists with visa problems, asylum petitions, Green Cards and military marriage visas.

Kortz & Funke Attorneys at Law

Phone: (502) 241-8221, 241-8246
Fax: (502) 241-8250
E-mail: attorney@immigrationky.com

www.immigrationky.com/

Offices are located in Louisville and Bowling Green; however, the attorneys represent clients residing throughout Kentucky.

United States Immigration

www.unitedstatesimmigration.info/kentucky.html

There is a list of law firms in Kentucky that can assist with immigration advice.

NOLO Law for ALL: Paducah Immigration Lawyers

www.nolo.com/lawyers/immigration/kentucky/paducah/

Definition of Terms

Naturalization – This refers to the process by which a person not born in the United States voluntarily becomes a U.S. citizen.

Continuous Residence – This is necessary when applying for naturalization. It makes sure that the time a person resided lawfully in the United States without breaks to disrupt the continuity for naturalization purposes. It also means that a person has not left the

United States for a long period of time. If an individual left the United States for too long, it could interrupt continuous residence. A “long time” refers to more than six months but less than a year. If an individual left for longer than a year, he or she may get a re-entry permit, but the time the person was in the United States before does not count toward time in continuous residence.

Physical presence – The total numbers of days a person was in the United States during the period required for naturalization.

Asylee – A person who comes to the United States seeking protection because he or she has been persecuted or fears he/she will suffer persecution based on race, religion, nationality, membership in a particular social group or political opinion.

Here is a link to the I-589 application for Asylum form: www.uscis.gov/portal/site/uscis/menuitem.5af9bb95919f35e66f614176543f6d1a/?vgnextoid=de9814836a14d010VgnVCM10000048f3d6a1RCRD&vgnnextchannel=6ca66d26d17df110VgnVCM1000004718190aRCRD

Requirements for Naturalization:

- must be 18 years or older
- must be a Legal Permanent Resident (Green Card)
- must have been a Legal Permanent Resident for at least five years, three years if married to and still living with a U.S. citizen
- must be physically present in the U.S. for at least half of the five or three years
- must have basic English literacy and knowledge of U.S. history and government
- must be physically present in the U.S. when applying.
- must have good moral character:
 - ▶ file and pay income taxes
 - ▶ have no felony convictions or murder charges
 - ▶ register for selective services if a male between the ages of 18 and 26
 - ▶ have not convicted other negative acts – adultery, splitting up a family, failing to support dependents

U.S. Citizenship and Immigration Services (USCIS) – Application

The following link goes directly to the USCIS website, providing various forms to use when applying for citizenship:

www.uscis.gov/portal/site/uscis/menuitem.eb1d4c2a3e5b9ac89243c6a7543f6d1a/?vgnextoid=40a9b2149e7df110VgnVCM1000004718190aRCRD&vgnnextchannel=40a9b2149e7df110VgnVCM1000004718190aRCRD

Several different forms that advocates might provide to interested families include:

- Form N-400 – Application for Naturalization
- Form N-600 – Application for Certificate of Citizenship: for a child who is under 18 years to document U.S. citizenship status based on citizen parentage
- Form N-600K – Application for Citizenship and Issuance of Certificate Under Section 322: for a child who regularly resides abroad to claim U.S. citizenship based on parentage

Steps to Become a U.S. Citizen:

- File your application.
- Be fingerprinted.
- Participate in the interview and citizenship test.
- Participate in the Oath Ceremony.
- Register to vote.

Application Support Center for Kentucky:

USCIS Application Support Center

Gene Synder U.S. Courthouse and Custom House

601 West Broadway Suite 618

Louisville, KY 40202-2250

Provides services to general public by appointment: 8 a.m. – 4 p.m. ET Monday through Friday; closed on Wednesdays; <https://infopass.uscis.gov/infopass.php>. Make appointments through InfoPass.

Benefits of Citizenship:

Several benefits to becoming a legal citizen include:

- voting
- bringing family members to the U.S.
- obtaining citizenship for children born abroad
- traveling with a U.S. passport
- becoming eligible for federal jobs
- becoming an elected official
- showing your patriotism

Avoid Scams

Many people offer immigration assistance. Unfortunately, not all are authorized to do so. This is against the law and may be considered an immigration service scam. Be sure to go to the right place for help. Going to the wrong place can delay applications, cost extra money and possibly lead to removal proceedings. The above link to the USCIS website provides advocates with tools to share to avoid scams.

e. Public Relations

The role of the advocate in public relations is to facilitate communication between parents, schools and the community. The following suggestions have been proven effective but should not be looked at as exhaustive.

- Become an active member of the community.
- Become an active member of the district's consolidated planning committee.
- Stay informed about current local, state and federal issues to differentiate facts and opinions.
- Collaborate with Family Resource/Youth Service Centers, Head Start programs, preschool programs, local health department programs, First Steps program, local extension offices and community groups, Spanish-speaking churches and libraries.
- Have a brochure about your program available to distribute to media, schools and parents.
- Provide parents with information about school and related activities in their native languages.
- Regularly inform district coordinators, superintendents and principals with enrollment and activity reports.
- Be available to assist regular classroom teachers with special units (dental hygiene, nutrition, self-esteem) or by other special talents you can provide.
- Attend PTO and school-based decision making council meetings to explain the Migrant Program.
- Announce meetings and special activities through the use of the local radio, newspaper, church bulletins and television.

f. Consolidated State Performance Report (CSPR)

The state Comprehensive Needs Assessment (CNA) is revised every three years based on Kentucky's population and needs. It was most recently revised in 2012. The CNA is a document that illustrates the unique needs of the Kentucky Migrant Education Program. The Comprehensive Needs Assessment required information from migrant parents, advocates, recruiters, KDE staff and regional coordinators.

The KYMEP is required to complete an annual assessment of the program and must complete a Consolidated State Performance Report (CSPR) for the Office of Migrant Education (OME.) Much of the data can be obtained from information in the Migrant Records and Database System, MIS2000. The data must be collected and provided to the regional clerk for migrant records. The collection and reporting of the data to the records clerk is the responsibility of the migrant advocate. The data may be obtained from different sources, most notably from service logs, the Mass Enrollment/Withdrawal Form (both regular and summer/intersession terms) and Infinite Campus.

Advocates also are responsible for providing records clerks with information needed to complete the Mass Enrollment and Withdrawal Reports. It is recommended that advo-

cates provide the superintendent, principals and teachers with a quarterly Activity Report of Services. This report will keep those individuals informed about what services are being provided for the benefit of the migrant children and the local district. Some regions use the Migrant Tool Kit to keep track of their services, so pulling a report would be easier.

Beginning in the fall of 2014, the Kentucky Migrant Education staff will be tracking services for each student using the MIS2000 web application. Once an advocate adds a service into the web application, the regional and state offices will be able to review the student's services. Reports can be pulled to show the "whole picture" of the student including the received services as well as the student's current needs based upon the educational needs assessment.

g. Serving Undocumented Children

The MEP is an educational program, thus the citizenship status of a child is irrelevant. According to *Plyler v. Doe*, 457 U.S. 202 (1982), the Supreme Court ruled that "the U.S. Constitution prohibits the States from withholding financial support to school districts for the education of children not legally admitted into the country, or otherwise discriminating against these children by denying them access to educational programs offered to children of U.S. citizens."

h. Serving Migrant Children with Disabilities

According to the Individuals with Disabilities Education Act (IDEA), Part B, SEAs and LEAs must ensure that eligible children with disabilities have a "free appropriate public education," including special education and related services to meet the individual child's unique learning needs. Generally, all children ages 3-21 who need special education services are eligible. When advocates connect with migrant children with disabilities, remember the phrase "supplement, not supplant." Be sure the child is first receiving services through the special education program and then use MEP funds to further assist the child's educational needs.

For the LEA to provide services without violating "supplement, not supplant," the local operating agency must:

- design a program that does not distinguish between disabled and non-disabled participants, but addresses the unique educational needs of migrant children (in accordance with MEP priority for service requirements)
- select children with disabilities for MEP services on the same basis as other eligible children (for example, the basis of unique educational needs and priority for services)
- coordinate MEP services with other services that migrant children with disabilities receive under federal, state and local programs to increase program effectiveness, eliminate duplication and reduce fragmentation of programs

i. Serving Migrant Children Who Attend Private Schools

Section 9501 of the statute and 299.6 of the regulations require SEAs and LEAs that receive MEP funds to provide special educational services or other services to children who attend private schools. The school district must have consultations with the appropriate private school officials to make sure everything is in compliance. During the consultation, the LEA will determine how the private school will identify the children's needs, what services will be offered, how they will provide services and how they will decide about delivery of services.

Advocates having a student enrolled in a private school must list the school name on their mass enrollment form. If MIS2000 does not have a facility code for the private school, a code will be assigned. The Kentucky Migrant Education Program recently adjusted its funding formula to include private school students. Be diligent in denoting students that attend a private school accurately.

j. Preschool Students and Younger

The Migrant Education Program provides services to children 0-2 years old, even though they do not generate the funds until they are 3 years old. These children should be served after the priority for service children have been served. Advocates can do a variety of different activities to prepare preschool children with the kindergarten-readiness skills they will need to enter school. Check the resource section for information about free books, thematic ideas and a variety of websites.

k. English Learners (EL)

Under federal law, all states, local education agencies and schools must implement an identification and assessment process to identify students (including migrant children) with limited English proficiency and provide educational services to meet their needs. According to *Lau v. Nichols*, 414 U.S. 684 (1974), the school districts must offer limited English proficient children meaningful opportunities to participate in the programs offered to other students. Schools must assess oral language proficiency in English for students who come from a home where a language other than English is used. The process includes assessing the student's language proficiency in the areas of speaking, reading, listening and writing. For more information, go to www2.ed.gov/about/offices/list/ocr/docs/hq43e4.html.

Strategies that work best for a migrant EL student

Migrant advocates should assist migrant children and their families who speak a language other than English by:

- becoming familiar with federal laws regarding the education of documented and undocumented students
- making the district aware of its responsibility (under Title VI) to test the language proficiency of EL students
- collecting and maintaining resources for teachers to access
- attending EL workshops provided by adult education agencies and other sources
- attending collaborative Latino coalitions in the area, if they exist

The advocate can help preschool and school-age children who speak a language other than English by:

- seeking to enroll preschoolers in Head Start or preschool
- assisting families with school registration forms, birth certificates and other necessary paperwork
- assisting families with getting school physicals and immunizations
- providing transportation to health departments, if necessary and allowable
- locating a community translator for families when none is available in the migrant office
- attending teacher conferences with parents
- referring families to community resources that can provide clothing, food and school supplies
- offering bilingual books for families to read to their children at home
- providing other learning activities for the home, especially for preschoolers
- encouraging participation in various school activities, including parent-teacher conferences, open houses, student presentations and other family events
- Encouraging a mentoring or buddy program for new arrival students
- Work with teachers to remove language barriers for students
- Teach the parents techniques for helping their students learn English and to do their homework even if they do not speak English

l. Out-of-School Youth (OSY)

Kentucky has a large, growing population of Out-of-School Youth (OSY). These OSY can be served in a variety of ways. They can be served physically by providing them with a qualifying bag that may include personal hygiene items, toiletries, first aid items and gloves and/or bandanas. The OSY also may need referrals to local clothing banks, food banks or to the migrant office. Some OSY have children at a young age and may need as-

sistance with diapers, baby clothes, parenting classes or car seats, so these referrals would be important as well.

Some OSY like a variety of organizing ideas (e.g., discussing how to keep a log of hours worked to make sure they are receiving the correct wages or a log of child care). It also may be valuable for the OSY to keep a “diary” of their work history to show what they did each day. Help the OSY understand the importance of keeping birth certificates, documents and other important papers in a folder so as not to lose them. The advocate needs to have these ideas and referrals handy. Providing the OSY with a list of phone numbers and addresses could prove beneficial as well. Providing referral information may be enough for some OSY but many will require your assistance in following through. They may need a lesson on how to leave a voicemail, what their personal information is, how to give directions to their home and how to read a calendar. Emotionally, these young men and woman are living in a very adult world; they may need some assistance adjusting and understanding. Sometimes the OSY start families at a very young age, so parenting skills need to be nurtured and referrals and assistance provided when possible. Several helpful websites are included in the resource section.

High School Equivalency Program (HEP)

HEP Eligibility Criteria

The High School Equivalency Program helps migratory and seasonal farm workers and their immediate family members who are 16 years of age or older and not currently enrolled in school to obtain the equivalent of a high school diploma and, subsequently, to gain employment or begin postsecondary education or training.

Migrant or seasonally employed agricultural workers and their children are eligible for HEP if they meet the following criteria:

- within the past 24 months, has worked a minimum of 75 days in migrant or seasonal farm work
- or has been eligible for, or has participated in, a migrant-education program
- or in a Workforce Investment Act program for migrant or seasonal farm workers
- is at least 16 years of age
- is not enrolled in an elementary or secondary school
- has not earned a secondary school diploma or its equivalency

For more information, go to www.hepcamp.org/index.php?option=com_content&view=article&id=22&Itemid=2.

Note: In the event that HEP wants verification of a student’s participation in the migrant program in the form of a COE, please communicate that Kentucky does not share its COEs with HEP. HEP personnel may, however, e-mail Christina.Benassi@education.ky.gov and ask her for a verification e-mail of the student’s eligibility.

College Assistance Migrant Program (CAMP) (not currently active in Kentucky)

Currently no active CAMP programs are in Kentucky. Interested colleges may submit a proposal during the annual application period. The grant period lasts five years.

CAMP assists migrant and seasonal farm workers and their immediate family members to successfully complete the first undergraduate year of study in a college or university and provides follow-up services to help students continue in postsecondary education.

Students are eligible for CAMP if they meet one of the following criteria:

- They or their parent(s) or guardian(s) have engaged in migrant or seasonal farm work for at least 75 days within the last 24 months.
- They have participated or been eligible to participate in the Title I Part C Migrant Education Program.
- They have qualified for the Workforce Investment Act 167 Program (WIA 167), formerly the JTPA 402 Program High School Equivalency Program (HEP).

Employment Issues

Fair Labor Standards Act

The federal Fair Labor Standards Act of 1938 (FLSA) provides minimum wages, maxi-

minimum hours and child labor protections for workers. It did not include agricultural workers until 1966, when agricultural workers were brought up to the same minimum wage levels as other workers but still not entitled to overtime protections.

Under this act, employers are required to keep records about the workers' hours and wage rates. The employer also must identify if the worker is immediate family, a hard-harvest laborer or involved in production of livestock.

Migrant and Seasonal Agricultural Worker Protection Act (AWPA)

The Migrant and Seasonal Agricultural Worker Protection Act (AWPA) was passed in 1983 to provide protection for migrant and seasonal farm workers concerning pay, working conditions and work-related conditions. This law replaced the Farm Labor Contractor Registration Act (FLCRA) that originated in 1963.

The farmer is required to provide information to farm workers in writing, including:

- place and period of employment
- wage rates to be paid
- if transportation is provided
- housing
- employee benefits
- if the farm worker will be charged for any of these benefits

For more information on labor issues, go to www.mlap.org/employment_issues.htm.

Serving OSY

There are many ways OSY can be served (e.g., cooking classes, general health classes and English classes). Use OSY profile to help you determine their needs and interests. There are a variety of resources in the resource section and a few ideas below to help you get started. Be sure to use the KY OSY Crosswalk to help you document services to OSY in the WebApp.

Below is a list that advocates/recruiters are using to assist OSY:

- provide translation for required state certifications workers might need
- provide pesticide training
- provide a list of best phone plans available to call Mexico; for example, right now STRAIGHT TALK in western Kentucky is the cheapest and best service
- translate at the Social Security office
- gather information on how to get driver's license or state ID
- provide referrals to health services (e.g., medical, dental)
- provide referrals to academic services (e.g., GED, credit recovery)
- provide referrals to social services (e.g., WIC, food stamps, job training)
- provide mentoring and advising
- provide self-study materials (e.g., lessons on CD, MP3)
 - ▶ Provide five contact hours for every 30 days in the program.
 - ▶ Use the Vermont Oral Proficiency (VOP) found on the GOSOSY website for pre/post assessment after 20 contact hours.
- provide hats, gloves, bandannas, a map and a directory of your district
- provide a copy of Kentucky driver's manual in Spanish
- provide a care package with shampoo, deodorant and washing detergent
- provide life skills classes and pre/post tests using the GOSOSY website
- teach the OSY how to use a map and know their personal data (e.g., address and phone number)
- teach the OSY how to fill out a money order
- teach the OSY how to leave a detailed voice mail (mandatory lesson)
- provide summer school classes for the OSY. Examples include cooking classes; using the library and getting a card; using the computer at the library; asking a lawyer; knowing their human rights and responsibilities; knowing driving signs and what they mean; and knowing what is the HEP program and how do they join

VI. Entering Services on the MIS2000 Web Application

Beginning in September 2014, districts will have access to the MIS2000 web application. The district advocates will access the web application at <https://ky.msedd.com> to review the student's COEs and log student services. Below is step-by-step guidance on how to

use the web application.

First access the web application at the website noted above. You will see a screen as shown below:

The screenshot shows the login page for the Kentucky Migrant Program Services. The header includes the title "KENTUCKY Migrant Program Services" and a "Sign In" link. Below the header is a navigation bar with "Home" and "Help" tabs. The main content area is divided into two sections. On the left, a "Welcome to Kentucky Migrant" message is displayed, along with contact information: "To request an account, contact ky.status@msedd.com." On the right, a "User Sign In" form is present, featuring input fields for "Email Address" and "Password", a "Forgot your password?" link, a "Remember me on this computer" checkbox, and a "Sign In" button. The footer indicates the system is "powered by MIS 2000".

After you sign in, go to the “search” page under the HOME tab. This is the place where you would search for a particular student.

This screenshot displays the search interface after logging in. The header shows the user is logged in as "Christina" and provides links for "Your Account" and "Sign Out", along with a "Suggestion Box" and a "Choose LEA" dropdown. The navigation bar now includes "Home", "Reports", "Resources", "Users", and "Help". The "Search" section features a search bar with a dropdown menu and a "Search" button. Below the search bar, there are tabs for "Students" and "COEs". The "Students" tab is active, showing a table with columns for "Student ID", "Last", "First", "Middle", and "DOB". The table currently displays "No records to display." and pagination controls indicate "0 items in 1 pages". The footer remains "powered by MIS 2000".

Once you find the student, you can hover over the three dots located on the far right hand side at the arrow and see a drop down box. This drop down box provides options of what can be accessed for this particular student. You can view the student’s records, edit the student’s needs assessment form, edit services, or list the student’s COEs.

This screenshot shows the search results page with a dropdown menu open. The search bar contains the text "sanchez" and the results are labeled "ACTIVE | ALL student matches." The table lists several students, with columns for "Student ID", "Last", "First", "Middle", and "DOB". The student "DEJESUS" is highlighted. A dropdown menu is open for the student "ESTHER", showing options: "View student record", "Edit student needs", "Edit services", and "List COEs for this student". The table indicates "13 items in 17 pages". The footer is "powered by MIS 2000".

View Student Records

Edit Student Needs: When you click this button you will go to a page that is identical to the Educational Needs Assessment form. The student's name, MSIX ID, Facility, Enroll date and Grade will already be prepopulated. (The student below in the sample screen-shot is not a current student and therefore does not have the enroll date listed.) IF the student was PFS, the star next to the students name would be yellow. The student's age will determine which check boxes will be grayed out and which ones can be checked. At the end of the needs assessment is the homeless definition for your assistance. Once you check the appropriate boxes, (be sure to have documentation before you check the box) then hit save changes at the top of the page. If the student is PFS the star will be yellow. If the student is not PFS then it will be blue like it is for this student.

[Home](#) [Reports](#) [Resources](#) [Users](#) [Help](#) [Back to Search Results](#)

This student has no alterable enrollments in the current school year.

Student Needs
[Save Changes](#)

Student		MSIX ID	635259167727	
Facility		Enroll Date		Grade

☐ Immunizations are up to date for Kentucky requirements for school enrollment
Please be sure to keep supporting documents for each checked box in the student's file.
☐ 6. Parents are LEP
☐ 7. By Kentucky definition, student is considered 'homeless' *

Preschool (3-5 years old)
☐ 8. Student speaks limited English
☐ 9. Student has no access to preschool
☐ 10. Student qualified for preschool based on disability

K-12 Students
☐ 11. Has attended two or more schools this current school year
☐ 12. Has a current IEP or 504 plan
13. Has received a score less than 5 on the WAPT or WIDA Access test (identify subject)
☐ Speaking ☐ Listening ☐ Reading ☐ Writing
14. Has demonstrated low academic performance during present academic year AND under the current COE (e.g., 1 or more F's or 2 or more D's in two different core subject classes)
☐ Reading ☐ Math ☐ Science ☐ Social Studies
15. Has scored novice on the Kentucky State Assessment (K-Prep) in these areas:
☐ Reading ☐ Math ☐ Science ☐ Social ☐ Other
16. Has been retained or is over age
☐ Student retained any time in the student's academic career
☐ Student is over age for reasons other than grade retention (foreign school system)
☐ Student has dropped out of school
17. Is not on grade level in reading, math, science or social studies (identify assessment)
District Assessment: Subject: Score:
(This does not include K-Prep)
☐ 18. Has, in the current school year, missed 10+ days related to their migratory life style
☐ 19. Is enrolled in a GED Program

*** What does Kentucky consider to be "homeless"?**
The term "homeless children and youths"
A. Means individuals who lack a fixed, regular, and adequate nighttime residence within the meaning of section 103 (a)(1); and
B. includes-

Edit Services:

To return to the student click on the HOME tab at the top of the page and it will take you back to your search. Then you can click on Edit services. Once the screen is displayed click the “Add Service” button on the bottom right hand corner.

KENTUCKY Migrant Program Services

Welcome, Christina | Your Account | Sign Out
Suggestion Box
Choose LEA

Home Reports Resources Users Help Back to Search Results

This student has no alterable enrollments in the current school year.

Program Services

Student	MSIX ID	Grade
[REDACTED]	[REDACTED]	

Facility	Enroll Date	Grade
----------	-------------	-------

Page size: 20 0 items in 1 pages

Service	Start Date	End Date	Funding	Provider	Certified	Comment	Edit	Delete
No records to display.								

Page size: 20 0 items in 1 pages

Add Service

powered by MIS 2000

Once you click the “Add Service” button you come to this screen. This is where you can add services. Below is a list of services to choose from:

- English for LEP children (ESL)
- Health, dental, eye care
- Interpreting
- Math credit accrual
- Mathematics
- Reading/ language arts
- Reading/language arts credit accrual
- Referrals
- Science
- Science credit accrual
- Social studies
- Social studies credit accrual
- Social work/ outreach or advocacy
- Support guidance
- Transportation
- Vocational/career/life skills

Note the start and end date for the service that was provided to the student. A calendar is available. The item that says “Funding” is where to note if the migrant staff provided the service, if another funding source provided assistance or if both sources did. Where it says “Provider”, you look for your name. Next to your name it notes if you are certified or not. Only certified staff should be providing direct tutoring for students in reading, math or other subjects to be counted for the annual Consolidated State Performance Report (CSPR) Below this is a comments section. This is where you would write about the service that you provided, just like you would on your advocate logs. Upon completion you would hit insert.

KENTUCKY Migrant Program Services

Welcome, Christina | Your Account | Sign Out
Suggestion Box

Choose LEA

Home Reports Resources Users Help Back to Search Results

This student has no alterable enrollments in the current school year.

Program Services

Student	MSIX ID	Grade
J [REDACTED]	[REDACTED]	

Facility	Enroll Date	Grade

Page size: 20 0 items in 1 pages

Service	Start Date	End Date	Funding	Provider	Certified	Comment	Edit	Delete
No records to display.								

Service: [Dropdown]
 Start Date: [Date Picker]
 End Date: [Date Picker]
 Funding: [Dropdown]
 Provider: [Dropdown]
 Comment: [Text Area]

[Insert](#) [Cancel](#)

[Add Service](#)

Page size: 20 0 items in 1 pages

powered by MIS 2000

Below is an example of a service that could be entered and what it would look like once the advocate hits the “insert” button. If the advocate made any misspellings or wanted to add anything, they would hit the pencil or the “edit” button. To “delete” a service, click the red X.

KENTUCKY Migrant Program Services

Welcome, Christina | Your Account | Sign Out
Suggestion Box

Choose LEA

Home Reports Resources Users Help Back to Search Results

Program Services

Student	MSIX ID	Grade
MARIA [REDACTED]	[REDACTED]	07

Facility	Enroll Date	Grade
COLLEGE VIEW MIDDLE SCHOOL	[REDACTED]	

Page size: 20 1 items in 1 pages

Service	Start Date	End Date	Funding	Provider	Certified	Comment	Edit	Delete
INTERPRETING	5/5/14	5/5/14	M	KELSEY CHADWICK	N	I provided interpreting services for Maria when she had to go to the doctor's office.		

[Add Service](#)

Page size: 20 1 items in 1 pages

powered by MIS 2000

List COEs for Student:

This web application provides the actual COE for the student. If you hit the triangle on the left side of the COE ID you can see the other students that are a part of the same COE. This may provide additional information on the student.

The screenshot displays the 'Migrant Program Services' web application. At the top, there's a blue header with the title and a 'Choose LEA' dropdown. Below this is a navigation bar with links for Home, Reports, Resources, Users, and Help. A search bar is located below the navigation bar. The main content area shows a table of students. The table has columns for COE ID, Father, Mother, QAD, and COE Date. An arrow points to the triangle icon next to the COE ID 'K10-261'. Below the table, there's a section for the selected COE, showing the address '2627 HWY 42 W, BEDFORD, KY 40006' and a 'View COE' button.

VII. Coordination

Coordination refers to many different aspects of the MEP. These aspects include:

- planning and carrying out programs and projects in coordination with other local, state and federal programs
- interstate and intrastate coordination between states and local operating agencies to ensure services are continued for students who migrate between states or school districts, including transfer of student records
- grants or contracts provided under Section 1308 to improve coordination activities among educational programs that serve migrant children

a. Coordination with Other Community Agencies

It is valuable for advocates to coordinate with other programs to ensure that migrant children's needs are met through a variety of sources that optimize the use of MEP funds for the unique needs of migrant children. After the child completes the educational needs assessment, the SEA can determine the child's needs and identify the available services that address those needs. Then the SEA can coordinate with other programs and agencies that provide the appropriate programs and services that meet the needs of the migrant child. These children should be eligible to receive services from Title I Part A on the same basis as other eligible children. In a schoolwide program, ALL students should benefit from the services; in a targeted assistance school, migrant children are eligible to participate in the Title I Part A program on the same basis as other eligible children. Also, if the LEA qualifies for Title III sub-grants, the migrant children who are Limited English Proficient must be selected to receive Title III services on the same basis as all other limited English proficient children. Both of these federal programs are mandated to coordinate with the MEP.

Once the migrant child's needs are identified and potential services and resources have been discussed, the MEP staff can contact the appropriate staff from the other organizations to discuss the types of services that they could coordinate. The SEA should have ongoing communication with the organizations that it is coordinating with to strengthen cross-program planning and to tap into different resources regarding the location and needs of migrant families.

Dental, Eye and Medical Care

Migrant families frequently live in poverty-like conditions with limited access to proper dental and medical care. Children often have health problems related to dental disease and lack of medical care. It is important to educate families on the importance of dental and medical care. Collaborating with local health departments, universities and Farm Worker Health centers and medical clinics can provide families with opportunities to receive the dental and medical care they need. Advocates can refer families to facilities that can provide free or sliding-scale services and partner with these facilities for family health lessons, OSY mini-lessons and parent-involvement activities. These are allowable expenses; according to MUNIS matrix, health services are a need for OSYs and a requirement to be enrolled in a public school. Districts must remember to use R.A.N. (Reasonable Allowable and Necessary) when determining how and which services to provide. This would be coded under 0345, 0692 health supplies and materials. However, check with your regional coordinator and KDE consultant if you have further questions.

For an example, visit <http://ucanr.org/repository/cao/landingpage.cfm?article=ca.v049n-02p28&fulltext=yes>.

House Bill 186, passed by the 2008 Kentucky General Assembly, mandated dental screenings or examinations for 5- or 6-year-olds entering school for the first time, starting with the 2010-11 school year. Below are some places that offer free dental and medical screenings and services.

FREE Dental Screening

Derby City Pediatric Dentistry

www.derbycitypediatricdentistry.com/DCPD_FirstVisit.html

Smile Kentucky – Grades 3-5 receive free dental screenings and school lesson plan ideas.

www.smilekentucky.com/

Free Medical and Dental Clinics in Kentucky – provides a list of counties and their free health clinics with addresses and phone numbers. www.freemedicalcamps.com/vcity.php?stateid=KY

UK School of Dentistry Outreach Program – services in Fayette County and surrounding areas, as well as western Kentucky. Also offers a Hispanic Health Fair in the spring with dental and health screenings and six Saturday dental clinics for children 12 and under. www.mc.uky.edu/dentistry/service/dentalserv.html

List of Kentucky low-cost or free dental clinics:

www.needhelppayingbills.com/html/kentucky_dental_centers.html

Health Kentucky – Provides aid for Kentuckians who do not qualify for Medicare, Medicaid or have private insurance; eligibility: ages 18-64, U.S. citizens and Kentucky residents, income below poverty and no insurance. www.kyda.org/community_service.html

List of free medical clinics and services throughout Kentucky:

www.freemedicalsearch.org/sta/kentucky

List of free community health clinics in Kentucky:

www.needhelppayingbills.com/html/kentucky_free_health_care_clin.html

From VSP (Vision Service Plan) – free eye exams and glasses for low-income students: www.sightforstudents.org/

United Way 211 – search for information such as medical, shelter, food and employment: http://uwbg.org/index.php?option=com_content&task=view&id=144&Itemid=5

KCHIP information and application:

<http://kidshealth.ky.gov/en/kchip/>

Information by states for resources available for children with various disabilities:

<http://www.parentcenterhub.org/resources/>

b. Interstate/ Intrastate

Coordination within the state and with other states is very important in assisting migrant students. Under section 1304, the SEA is required to use MEP funds to promote interstate and intrastate coordination of services to migrant children. This includes providing educational continuity through timely transfer of pertinent school records and health information. This coordination helps to reduce the effects of educational disruption that a migrant child suffers from due to repeated moves.

- Interstate coordination refers to collaboration of activities undertaken by two or more states to improve the education of migrant children in those states.
- Intrastate coordination refers to efforts involving two or more local operating agencies within a state to improve educational services to migrant children in that state.

Some examples of interstate and intrastate services between local operating agencies and SEAs:

- notifying “receiving” school districts about migrant families who have moved to those districts, done via MSIX
- promoting the exchange of student educational records
- developing academic credit accrual and academic credit exchange programs
- collaborating in the development of summer-term project curriculum
- exchanging teachers and teaching materials
- implementing a dropout prevention program in two or more states
- exchanging information on health screenings and health problems that interrupt a student’s education
- meeting with other states to discuss issues related to MEP

The Office of Migrant Education’s (OME’s) website <http://RESULTS.ed.gov>

Funded by the U.S. Department of Education under contract number ED-ESE-10-C-0084, the RESULTS site is intended to facilitate interstate and intrastate coordination to enhance services to the migrant community nationwide. The site provides educators of children of migrant workers with resources and information to assist with MEP administration and implementation.

The site also provides information about:

- news and updates from OME about newly awarded contracts and grants
- links to legislative, policy and guidance documents
- an interactive U.S. map linked to information about each MEP state

VIII. Parent Involvement

Parent involvement includes more than just attending parent meetings. Parent involvement consists of meaningful activities; meetings and communication to help parents actively participate in their child’s education and their own learning. Parent involvement is vital for educational achievement of all children.

Advocates can help parents to become involved by:

- increasing the awareness of the value of education and maintaining good grades
- encouraging parents to send students to school well-rested, regularly and on time
- provide parents with the school handbook and stress importance of following dress code, attendance and other policies
- offer trainings or learning opportunities to enable parents to help with homework and to have it returned when it is due
- collaborating with school staff to involve migrant parents in their child’s education
- encouraging parents to read to their children
- offering strategies for teaching early skills such as colors, numbers and letters
- giving parents information about preschool development
- encouraging parents to use other programs such as Head Start and community agencies
- brainstorming with parents to solve problems

- encouraging parents to attend school functions

The Kentucky Migrant Education Program Parent Involvement Plan was developed based on statewide objectives identified by the Commissioner's Parent Advisory Council (CPAC). The objective of the plan is to simply get parents involved in their children's education and their own learning. Parent involvement is vital for the educational achievement of all children. The likelihood of a child becoming successful is substantially increased when parents are active participants in the child's education. Parent involvement begins when parents take an interest in their child's education. Parents are their child's first teachers. Therefore, the following objectives for parental involvement for the MEP staff have been established:

- Relationship building: MEP staff builds productive, personal relationships with parents of all their students.
- Communications: Two-way information flows regularly between MEP staff and migrant parents about the student.
- Decision-making: MEP staff encourages, supports and expects migrant parents to be involved in MEP improvement decisions and to monitor improvement.
- Advocacy: For each migrant student, the MEP staff identifies and supports a parent or other adult who takes personal responsibility for understanding and speaking for the child's learning needs.
- Learning Opportunities: MEP staff ensures that families have multiple learning opportunities to understand how to support their children's learning.
- Community Partnerships: MEP staff engages and partners with community members to plan and implement substantive work to improve student achievement.

a. Parent Meetings

Since parents are their children's first teachers, they know the needs of their children better than anyone and can provide insight into their children's strengths and weakness. Migrant parents can become active members of the migrant program by providing insight into the planning of the Migrant Education Program and assist their child with learning at home. This also will assist parents in understanding the program and having informed conversations with MEP and school staff regarding their child's education. When parents participate, they are more likely to become advocates and supporters of MEP because they have a personal stake in its success.

Migrant Education Programs should provide opportunities for migrant families to be educated and informed through parent trainings. These trainings should be continuously reviewed and adjusted to meet the needs of the migrant parents. Collaborative training sessions may include the following:

- developing parenting skills
- using positive reinforcement when dealing with children
- being a positive role model
- preparing parents to communicate with school personnel
- preventing drug and alcohol abuse
- nutrition/first aid/CPR and other health topics
- ESL/adult education classes
- career development education
- maintain education and health information on children
- computer training
- building self-esteem
- managing money
- positive discipline techniques
- being a nurturing parent
- building literacy skills

When planning parent meetings, it also is helpful to use resources and programs already in place in your school district (e.g., if Title I Part A has a reading night, invite migrant parents to this event, provide dinner and door prizes; have a short meeting before they leave). Tagging along with other programs is very beneficial. The school promotes attendance to these types of events and this typically makes children want to attend.

b. Types of Parent Involvement

Type 1	Parenting	Activities are designed to help families understand young adolescent development, acquire developmentally appropriate parenting skills, set home conditions to support learning at each grade level and help schools obtain information about students.
Type 2	Communicating	Activities focus on keeping parents informed through such things as notices, memos, report cards, conferences about student work and school functions.
Type 3	Volunteering	Activities incorporate strategies to improve volunteer recruiting, training and scheduling.
Type 4	Learning at home	Activities allow coordination of schoolwork with work at home (e.g., goal setting and interactive homework).
Type 5	Decision making	Activities are designed to solicit the voice of parents in decisions about school policies and practices. (e.g., parent survey)
Type 6	Collaborating with the community	Activities acknowledge and bring together all community entities (e.g., businesses and religious organizations) with a vested interest in the education of young adolescents.

Pate, P.E., & Andrews, P.G. (2006). Research summary: Parent involvement. Retrieved [April 27, 2011] from <http://www.nmsa.org/Research/ResearchSummaries/ParentInvolvement/tabid/274/Default.aspx>

c. Parent Advisory Council

The Migrant Education Program is required by federal regulations to establish and maintain a method of meaningful parental involvement on a statewide basis. At the district level, the preferred method to establish meaningful parental involvement is the Parent Advisory Council (PAC). According to 704 KAR 3:292 Chapter 1, Section 3, Each LEA is required to have at least three PAC meetings a year. This gives parents the opportunity to provide input into the development, implementation, planning, operation and evaluation of MEP programs and projects in which their children participate. To have a successful PAC, advocates:

- Know your parents. (Which ones can you depend upon? Who is supportive?)
- Make regular home visits. (Show them that you are interested. Then they will want to be as well.)
- Solicit the recruiter's support to encourage newly recruited parents to attend upcoming meetings.
- Offer reasonable incentives (such as free books, school supplies or food) to encourage parents to attend.
- Advertise meetings through school, family resource centers and other agencies.
- Have a good agenda (invite agencies to provide trainings and to discuss specific services they can offer).
- Ask parents for opinions and/or input to improve both meetings and the overall program.
- Have a set of bylaws, a mission statement and a goal developed by parents.

The SEA and LEA must consult the PAC about the comprehensive needs assessment of the migrant students being served and the design of the comprehensive service delivery plan.

Q: How may a local operating agency facilitate effective participation of PAC members at a meeting?

A: Agencies should provide parents the meeting location, time and agenda well in advance. Meeting times should be convenient for parents and accommodate their work schedules. Transportation, childcare or other reasonable and necessary costs may be provided to facilitate attendance. Meeting agendas, minutes and other materials should be in a language and format that parents understand. Meeting rules should

support open discussion.

Q: May MEP funds be used to pay the reasonable and necessary expenses that PAC members incur to attend PAC meetings?

A: Yes.

Membership

Who can be a member of the PAC? Parents, guardians of eligible migrant children and individuals who represent the interests of such parents are eligible to serve as PAC members.

The SEA and local operating agencies should try selecting PAC members that represent a range of migrant parents. There are several ways to select these parents, including electing, appointing and nominating. Sometimes elections are not possible due to the mobility of the families; therefore, nominating or appointing volunteers may be the best solution. The most important factor when selecting members is finding parents who will provide maximum parental participation.

IX. Summer School/Intercessions

a. Summer School

Summer school for migrant children is a requirement of the Migrant Education Program. These services should be offered for all migrant children, but especially those that are most academically at risk of failing or dropping out of school, the priority for service students. Advocates are responsible for gathering data and input from classroom teachers. Advocates are to use the information to develop a summer school project. This project can be funded entirely with migrant funds or combined with other program funds. When funds are combined, a more comprehensive summer project can be formed. Remember that when the migrant program collaborates with another program that program will need to contribute its proportional amount based on the number of migrant students who exceeded the cap size. MEP funds always come last. Potential partners in a summer project are Family Resource and Youth Service Centers, Title I Part A, 21st Century Community Learning Centers, district summer school programs and community agencies.

Each summer program must provide a minimum of 80 hours of instruction over a four- to six- week period with at least three days each week for instruction as referred to in the district applications (704 KAR 3:292, Chapter 1). Districts can choose an on-site program, in-home program, independent reading programs, parent programs or field trips. All of the programming should incorporate reading, math, science and writing in some capacity. Meals and snacks should be provided to the children in attendance, and this can be accomplished through federal summer food service programs (see resource section.) A parent component should be included in the program. At least one field trip should be planned and executed. At the conclusion of the summer program, a final report must be completed and turned into the regional office and the SEA.

A suggestion is to have individual student reports to show the curriculum used and progress made by each student. These reports also could be forwarded to the teacher of the student for the next school year.

It is a good practice to use MAP test scores, ThinkLink or another standard test from your district to use in the spring to gauge student's scores to check their growth as a post-test. This way the migrant program has documentation showing that the summer slide did not occur or that the students excelled during the summer.

Below are some options of how you can accomplish 80 hours of engagement.

All On-Site Program

- 8 a.m. – 2 p.m. (one hour for meals) = five hours of engagement
- five hours/day X four days/week X four weeks= 80 hours
- one field trip and one parent program

Combination Program 1

- on-site: five hours/day X four days/ week X two weeks = 40 hours
- in-home: two hours/day X two days/week X three weeks = 12 hours
- independent reading: 30 min/day X seven days/week X six weeks = 21 hours
- field trip (one): five hours
- parent program (two) four hours

Combination Program 2

- in-home: three hours/day X three days/ week X five weeks = 45 hours
- independent reading: 30 min/day X seven days/ week X six weeks = 21 hours
- field trip (two): 10 hours
- parent program (two): four hours

b. Intercession

Some schools operate on an “alternative calendar.” During intercessions, advocates can use this time to enhance the child(ren)’s academic performance. They do this through remedial coursework and enrichment experiences for migrant children to work on deficient academic skills or to participate in enrichment activities. Advocates should talk with school officials and classroom teachers to allow migrant children to participate in an intercession period.

X. Policies

a. Consolidated Plan/Budget

Consolidated planning is a collaborative process by which school districts and schools assess and prioritize needs, establish goals to address priority needs, develop objectives and develop strategies and activities for achieving objectives. The consolidated planning process must involve all stakeholders (including teachers, parents, community representatives, school administrators and specific program representatives) to ensure high standards and a high-quality education for all children. The migrant advocate should make every effort to become involved in the consolidated planning process to ensure that the needs of migrant children are addressed.

Each school district that has a migrant program must include a program budget in its consolidated plan. It is important that advocates have input into their districts’ budgeting process for migrant education. Budgets should be prepared using assessment data collected about the program to make informed decisions about how available money should be spent. Budgets will consist of MUNIS codes covering various kinds of planned expenditures.

Advocates should familiarize themselves with MUNIS budgeting codes and work with their supervisors or local contact persons in preparing the budget. Advocates should be aware that no program expenditures can be made unless the approved consolidated plan budget includes the code(s) covering a proposed expenditure(s) or unless a budget amendment is complete and approved prior to making expenditures for items in budget codes that are not a part of the existing budget. If advocates are unsure about expenditures, they should consult their immediate supervisors or district finance persons.

b. Local District Policy

Advocates whose salaries, benefits, travel and other expenses are paid by the migrant program shall follow the policies of the school districts where they are employed. Sometimes the regular 8 a.m. - 4:30 p.m. schedule does not fit and therefore must be modified. These schedules usually need to be changed to accommodate home visits or to contact migrant parents who work during the normal work day and are available only in the evening hours or on weekends. School districts are encouraged to offer flexible schedules to migrant staff to decide on a schedule that best meets the needs of migrant families.

c. Contact

Contacts with School Personnel

Advocates are the most visible staff persons in the migrant program. It is important that they gain the respect of others in the school district. For this reason, advocates must maintain contact with others within the school district who touch the lives of migrant children. Most importantly, advocates must remain in close contact with teachers and principals. Advocates must demonstrate to teachers that they can offer services to migrant students with academic problems. Advocates should be visible in areas where teachers gather. Stay in constant contact with teachers by leaving messages in their mailboxes, setting up scheduled times to meet, emailing teachers and offering to meet with parents during parent/teacher conferences.

Contacts with Migrant Children

The advocate's main role is to ensure migrant children succeed in school. These children are no different from non-migrant students in that they need to know that someone genuinely cares about them and is there to assist them. Advocates should make regular contact with the children. They should not just enroll children into the program and never see them again. Advocates should be visible in the school building if possible and visit the children in the classroom, counselor's office or lunch room. When meeting with the children, remain positive at every opportunity. Give the child a pat on the back, smile and be attentive to what he or she wants when speaking to you.

XI. Evaluations/Reviews

a. Monitoring Review of Programs

To make sure the MEP is effective, an evaluation needs to be done constantly. What exactly is an evaluation? An evaluation is a way to systematically and methodically collect information about a program or some aspect of a program to improve the program or make decisions about the worth of the program. The SEA is required to evaluate the effectiveness of the migrant program every three years and provide guidance to regions and districts on how to conduct local evaluations. The purpose of the evaluation is to show the state a snapshot of the program, to determine if there are deviations from the program guidelines and to provide assistance.

Evaluations are important since they allow the local operating agencies and the state to:

- determine the effectiveness and document the impact on migrant children
- improve program planning by comparing effectiveness of different types of interventions
- determine the degree to which programs are implemented as planned and identify problems that are encountered in program implementation
- identify areas in which children may need different MEP services

During these reviews, advocates will be expected to provide:

- a roster of families and children assigned to their caseload
- a log of services, referral and follow-up activities provided for migrant children and OSY
- evidence that they have established a network of resources and are actually using those resources
- evidence they are regularly monitoring student achievement and attendance
- evidence of regular contact with teachers and principals responsible for achievement of migrant children
- evidence that a local Parent Involvement Council (PAC) or other systematic means for parent involvement exists and is functional
- evidence that they are conducting an annual assessment of children's needs
- evidence they are exhausting all other resources before using migrant funds to provide non-student-related support and social services
- evidence they have consulted teachers about each child's academic needs for summer school, that summer services are offered to each child and that each child has at least one academic goal for the summer school period

- evidence that summer school teachers have completed a summer school evaluation and the evaluation has been shared with regular classroom teachers
- evidence to document mileage and time/effort for the migrant program

b. Program Implementation vs. Program Results

The state must conduct two types of evaluations:

- an evaluation that examines program implementation
- an evaluation that examines program results

Program Implementation

Typically, this type of evaluation is conducted while the program is operating to provide information on how the program may be improved. A local operating agency may want the SEA to investigate whether a new or redesigned project is being implemented effectively. The evaluator may use surveys to answer some of the questions about the project. Evaluations that examine the program implementation also provide early feedback to administrators who use the information to improve or strengthen the project by reallocating resources, including time and money, into the most productive use. Examples may be to strengthen administrative support, changing instructional materials or changing inefficient and burdensome operating procedures.

Program Results

This type of evaluation looks at the program results and judges the worth of a program or some aspect of a program. The state may want to make sure that the particular instructional or support service model is still achieving the desired results. State officials also may want to compare the results of several interventions.

c. Reports and Forms

Migrant Education Reports/Forms

Completing certain reports is both necessary and required for proper administration of the migrant program. The advocate provides the data for completing the following reports:

- **Mass Enrollment Report** identifies those migrant participants enrolled at the beginning of school (completed during September).
- **Migrant Education Withdrawal Form** is completed for each child at the time of withdrawal from the program (EOE, graduation or GED, moving out of the district, turning 22 years of age, end of each regular school term and summer school/intersession periods and/or death). The form requests information on the types of services provided (support, instructional and secondary credit accrual), the number of days present, and students grades (individual).
- **Migrant Summer School/Intersession Enrollment/Withdrawal Report** indicates enrollment or withdrawal from summer school/intersession and services provided by Migrant Education. It is completed within two weeks after the summer school/intersession has ended.
- **Activity Reports of Services** informs district administrators, school personnel and other interested parties of the services provided by Migrant Education. Possible examples include: number of enrolled and withdrawn; types and number of referrals; efforts of collaboration; types of training sessions attended; and positive notes and suggestions. This report should be updated at least quarterly.

It is vital to the Migrant Education Program that recordkeeping be correct and updated efficiently. The advocate or other migrant staff either completes or provides the data for completing the following required reports and forms:

Report/ Form	Content	Purpose	Due Date
Migrant Education Summer School/Intersession Enrollment and Withdrawal Report	<p>Migrant participants actively enrolled and participating in the migrant summer school/intersession program. The following information is included in the report:</p> <ul style="list-style-type: none"> • district name, migrant personnel, date completed • student data: student name, birth date, grade, withdrawal date, days enrolled, days present, graduated or GED, dropout, M9 (special education student) • Supplemental instruction: Indication of instruction provided to participant for math, reading or other content areas by Migrant Summer School Program or other summer school sessions in which the student participates. • supportive services: provided by migrant summer school staff or counseling agencies within or outside of school system; support services for food, clothing, medical or other needs within or outside of the school system; referral for services by migrant staff to other agencies within or outside of the school during the migrant summer school/intersession program. 	<p>The Summer School/Intersession Enrollment and Withdrawal Report indicates migrant participants enrolled and participated in summer school/intersession activities offered through the Migrant Summer School Program or other summer school sessions to which they are referred. At the end of the summer school program, the migrant students are withdrawn. This report contains evidence of educational instruction and services provided to the migrant participants during the summer.- school/intersession program</p>	<p>Within two weeks after the summer school session has ended</p>

Report/ Form	Content	Purpose	Due Date
Migrant Education Summer School/Intersession Enrollment and Withdrawal Report	<p>Migrant participants actively enrolled and participating in the migrant summer school/intersession program. The following information is included in the report:</p> <ul style="list-style-type: none"> • district name, migrant personnel, date completed • student data: student name, birth date, grade, withdrawal date, days enrolled, days present, graduated or GED, dropout, M9 (special education student) • Supplemental instruction: Indication of instruction provided to participant for math, reading or other content areas by Migrant Summer School Program or other summer school sessions in which the student participates. • supportive services: provided by migrant summer school staff or counseling agencies within or outside of school system; support services for food, clothing, medical or other needs within or outside of the school system; referral for services by migrant staff to other agencies within or outside of the school during the migrant summer school/intersession program. 	The Summer School/Intersession Enrollment and Withdrawal Report indicates migrant participants enrolled and participated in summer school/intersession activities offered through the Migrant Summer School Program or other summer school sessions to which they are referred. At the end of the summer school program, the migrant students are withdrawn. This report contains evidence of educational instruction and services provided to the migrant participants during the summer.-school/intersession program	Within two weeks after the summer school session has ended

Report/ Form	Content	Purpose	Due Date
Migrant Education Individual Withdrawal-Form	<p>Migrant participants concluding enrollment in the migrant program or moving to a different school site within the same district. The following information is included in this report:</p> <ul style="list-style-type: none"> • name of district, student name, , facility, migrant personnel and date • student data: grade, withdrawal date, number of days enrolled, number of days present, , M9 (special education student), drop out • new school enrollment within district: new school name, date enrolled • relocate to: indicate where the student transferred to if known including city, state, country • term type: indicate if a student has ended eligibility at age 22, deceased, EOE, graduated, GED, • supplemental instruction: indication of instruction provided to student for math, reading or other content areas by the migrant program or other sessions in which the students participate • supportive services: provided by migrant staff or counseling agencies within or outside of school system; support services for food, clothing, medical or other needs within or outside of the school system; referral for services by migrant staff to other agencies within or outside of the school system • secondary credit: summary of secondary students credits; subject, course name, course type, course section, term type, grade to date, credits granted and final grade 	<p>The Migrant Education Student Withdrawal Form is completed when the participant is no longer eligible to be actively participating in the migrant program or if the participant has moved from your district</p> <p>A withdrawal form will be completed for any of the following events:</p> <ul style="list-style-type: none"> • moves out of the school district • moves to another school site in the same district • Eligibility Time Ends <ul style="list-style-type: none"> o EOE o graduates high school o age out – turn 22 years old before eligibility ends o end of each regular school term and summer school/ intersession terms o death <p>This report is submitted to the Regional Migrant Office. Some offices require it to be printed on colored paper.</p>	<p>Upon receiving information that the participant is no longer eligible for the program or the participant has moved within the district or outside the district.</p>

Report/ Form	Content	Purpose	Due Date
Migrant Education Needs Assessment	<p>Intake information on newly enrolled migrant participants. The following information is included in this report:</p> <ul style="list-style-type: none"> • date, district, student name, date of birth, qualifying arrival date, parents identified as LEP • identify participant as preschool (3-5 years old) and needs • identify participant as K-12 student and needs• 	<p>The Migrant Education Needs Assessment Form is used to gain information about the student's (preschool to 12th grade) needs upon entering the program. Based on the intake information, the migrant staff will determine how to best serve the migrant participant. The information gathered from this report will determine if the students are Priority for Service or not.</p> <p>This report is submitted to the Regional Migrant Office. Some offices require it to be printed on colored paper.</p>	<p>Within two weeks of completing the COE</p>
OSY Student Profile	<p>Intake information on newly enrolled migrant OSY. The following information is included on this form:</p> <ul style="list-style-type: none"> • date, MEP project region, COE# or MEP ID • student info: name, gender, age, address, phone number, how long youth will be in the area • student needs/resources: transportation, English proficient, home language, last grade attended-when-where,-reason for leaving, health needs, advocacy needs, living arrangements, interests, services received, availability, candidacy, comments 	<p>The OSY Student Profile is used to gain information about OSYs and their needs upon entering the program. Based on the intake information, the migrant staff will determine how to best serve the OSY.</p> <p>This report is submitted to the Regional Migrant Office.</p>	<p>Within two weeks of completing the COE</p> <p>AND</p> <p>Updated within two weeks of the first day of school</p>

Report/ Form	Content	Purpose	Due Date
Migrant Education Change of Information Form	Information originally submitted to the Migrant Education staff changes. The following information is included in this report: name of family or students, current incorrect information on record with the Migrant Program, correct information, migrant representative signature and district name.	<p>The Migrant Education Change of Information Form is essential for maintaining current demographic information on active participants enrolled in the program.</p> <p>This report is submitted to the Regional Migrant Office. Some offices require it to be printed on colored paper.</p>	Upon receiving current information from Migrant participants
Migrant Education Activity Report/Log of Services	<p>Report or log of activities or services provided to migrant participants during their enrollment in the migrant program.</p> <p>Daily reports/logs should be kept by each migrant staff member recording current number of enrolled and withdrawn participants, daily activities, services, referrals, training sessions, efforts of collaborations, meetings and any other information pertinent to the Migrant Education Program.</p>	The Migrant Education Activity Report/Log of Services is necessary to inform migrant regional and state agencies, district administrators, school personnel and other interested parties of the services and activities provided by the Migrant Education Program. It also serves as a monitoring tool for each migrant staff member's role and responsibility to the Migrant Education Program.	

XI. Resources

Having adequate resources and being a good collaborator are critical to the advocate's role of being a problem solver. It is the advocate's responsibility to provide families with a variety of resources for the purpose of seeking solutions to problems facing families in crisis. A good idea is for the advocate to compile a list of names and phone numbers of local, state and national organizations and agencies that offer services to migrant families. The advocate refers families to the appropriate agency. After making a referral, the advocate MUST conduct a follow-up to determine if the situation has been resolved or if further action is needed. Documentation of the referral and follow-up are noted in the advocate's daily log. Some problems may not be solved, but the advocate should exhaust all resources trying to find a solution. Advocates should always be looking for new resources to add to their list. Attending interagency meetings regularly will enhance an advocate's collaboration with these agencies and organizations. The following is a list of resources that will help you get started.

Local

Food Assistance – food pantries, American Red Cross, community-based services, faith-based organizations, soup kitchens

Adult Education – learning centers, GED, ESL, local colleges, public library

Health Services – local health departments, local counseling centers, home health, community-based services, Hospice services

Housing – government housing, U.S. Department of Housing and Urban Development (HUD), rentals and homeless shelters

Medical Assistance – community-based services, doctors, dentists, local hospitals, county health departments, county school nurse and nurses' aides

Disability Services – mental health services/physically challenged

Education – local schools, preschool programs, county extension offices, Head Start, Family Resource/Youth Services Centers, the public library

Financial Assistance – American Red Cross, faith-based organizations, winterization and heating programs

Emergency Numbers – fire, local and state police, ambulance and hospital

Community Services – American Red Cross, homeless shelters, Family Resource/Youth Services Centers, adult day care, county farm service, emergency assistance program, teen centers, conservation services, Safe Place

Transportation – local emergency transportation (e.g., R-TEC, TARC, Lextran)

Jobs Training Partnership Act – Youth Employment

Clothing – faith-based organizations, Goodwill, Salvation Army

Child Care Services – day cares, preschools, Head Start, KY Childcare Assistance Program

State

Kentucky Department of Education – Migrant Education Office, (502) 564-3791

Kentucky Migrant Legal Services Project (KMLSP) – (800) 644-3370

Kentucky Migrant Legal Services Project

218 W Main St
Richmond, KY 40475

(859) 624-3370

Frankfort Habilitation Inc. – (502) 227-9529; provides free brochures on dozens of

subjects such as nutrition, Your Growing Child, About Sickle Cell Trait/Anemia, How to Help Your Child Grow, Pregnancy/Baby, Pregnancy/Family Planning and many others

National Hotline Numbers

National Migrant Education Hotline – (800) 234-8848 (emergency assistance)

Disease Control and Prevention – (800) 232-4636

National Clearinghouse for English Language Acquisition – (800) 321-6223

The National Child Abuse Hotline – (800) 422-4453

The National Child Support – (888) 952-4453

Direct Employers Association and U.S. Jobs – (888) 268-6206 <http://us.jobs/contact.asp>

a. Medical Services

www.freemedicalsearch.org/sta/kentucky

A list of free medical clinics and services throughout Kentucky.

www.needhelppayingbills.com/html/kentucky_free_health_care_clin.html

A list of free community health clinics in Kentucky.

www.sightforstudents.org/

From VSP (Vision Service Plan) – free eye exams and glasses for low-income students

http://uwbg.org/index.php?option=com_content&task=view&id=144&Itemid=5

United Way 211 – search for information such as medical, shelter, food, employment

<http://kidshealth.ky.gov/en/kchip/>

KCHIP information and application www.touchedtwiceunited.org/#

Touched Twice United – check out the locations for Kentucky.

First Aid

www.mayoclinic.com/health/FirstAidIndex/FirstAidIndex

www.first-aid-product.com/pgFirstAidGuide.htm

Hand Washing

www.therenalnetwork.org/5Diamond/5D_docs/HW-7.pdf

HSRA (Health Resources and Services Administration “Health Center Program”

www.hrsa.gov/index.html

National Center for Farm Worker Health (NCFH)

www.ncfh.org/

South Eastern Medical Interpreters Association (SEMIA)

www.semia.net/

b. Naturalization Websites

www.uscis.gov/portal/site/uscis/menuitem.eb1d4c2a3e5b9ac89243c6a7543f6d1a/?vgnextoid=a5479ddf801b3210VgnVCM100000b92ca60aRCRD&vgnnextchannel=a5479ddf801b3210VgnVCM100000b92ca60aRCRD

A Guide for New Immigrants written in a variety of languages including Spanish, English, Arabic, Chinese, French, Haitian Creole, Korean, Polish, Portuguese, Russian, Somali, Tagalog, Urdu and Vietnamese.

www.uscis.gov/portal/site/uscis/menuitem.e8b24a3cec33ca34c48bfc10526e0aa0/?vgnextoid=a4653ab7b8f3b210VgnVCM10000025e6a00aRCRD&vgnnextchannel=b9563ab7b8f3b210VgnVCM10000025e6a00aRCRD A guide to avoiding scams.

Immigration Direct www.immigrationdirect.com/?gclid=CMbT1euq8qkCFdcN2godJlIP-bQ This site provides information about U.S. citizenship, Green Cards and U.S. visas.

File Right

www.fileright.com/U-S-Citizenship/Become-a-U-S-Citizen-Form-N-400.html This site includes a quiz users can take to see if they qualify for naturalization. There also is a list of several USCIS forms with a description, purpose and common uses about each one. There also is information about renewing or replacing a Green Card.

Catholic Legal Immigration Network Inc. (CLINIC) <http://cliniclegal.org> This program is designed to enhance and expand the delivery of legal services to indigent and low-income immigrant families through diocesan immigration programs and to meet the immigration needs identified by the Catholic Church in the United States. In 1988, the United States Conference of Catholic Bishops (USCCB) established CLINIC as a legally distinct organization that supports the rapidly growing network of community-based immigration programs. It has increased over the years to include more than 201 diocesan and other affiliated immigration programs with 290 field offices in 47 states. They serve around 600,000 low-income immigrants each year. Since 1997, CLINIC has helped more than 100,000 people apply for citizenship, helped about 12,000 refugees and asylees apply for Green Cards and provided immigrants with more than 15,000 hours of English language instruction.

Three are in Kentucky:

Louisville

Catholic Charities of Louisville
Diocese: Louisville Archdiocese
Department: Immigration Legal Services
Address: 2911 South Fourth Street
Louisville, KY 40208-1397
Phone: (502) 637-9097

Lexington

Kentucky Equal Justice Center
Diocese: Non-Catholic
Department: Maxwell Street Legal Clinic
Website: <http://maxlegalaid.kyequaljustice.org/>
Address: 315 Lexington Avenue
Lexington, KY 40508-3029
Phone: (859) 233-3840

Bowling Green

Catholic Charities of Owensboro
Department: Office for Hispanic Ministry
St. John's Parish
Bowling Green KY 42101
(270) 842-2525

Migrant Legal Action Program www.mlap.org/ The Migrant Legal Action Program (MLAP) has provided legal representation to migrants and seasonal farm workers for more than 35 years. This organization works to enforce rights, policies affecting working and housing conditions, education, health, nutrition, and general welfare.

Green Cards – 11 ways to get one www.visapro.com/Green-Cards.asp

DREAM Act Portal <http://dreamact.info/>

Mexican Embassy and Consulates in the United States www.vec.ca/english/10/consulates-usa.cfm

c. OSY Helpful Websites

Strategies, Opportunities, and Services for Out-of-School Youth www.osymigrant.org
Geneseo Migrant Center <http://migrant.net/index.html>

Driver's License

Kentucky's Driver Manual http://kentuckystatepolice.org/pdf/2006_ky_drivers_manual.pdf

Education

Kentucky Adult Education/GED information www.kyae.ky.gov/students/ged.htm
Tennessee Opportunity Programs <http://www.tnoppportunityprograms.org>
HEP and CAMP www.hepcamp.com
English Placement Exam www.tolearnenglish.com/test-de-niveau-anglais-grammaire.php
Reaching Out-of-School Youth with Reproductive Health and HIV/AIDS Information and Services www.nabuur.com/files/attach/2008/07/task/doc_46c66a870ff5c.pdf
Kentucky Child Now/Kentucky Out-of-School Alliance www.kychildnow.org/index.php/coordination/kyosa

CAMP Schools (none in Kentucky)

The National HEP and CAMP Association www.hepcamp.org
New Mexico State University – must be a U.S. citizen or have permanent residence to apply <http://web.nmsu.edu/~camp>
Michigan State University <http://mss.msu.edu/camp>
Oregon State University <http://oregonstate.edu/dept/camp>

Life Skills

www.migrant.net/migrant/Finanza/index.htm
How to Fill Out a Money Order www.wikihow.com/Fill-Out-a-Money-Order
Budgeting Worksheets
www.budgetworksheets.org/
http://frugalliving.about.com/od/moneymanagement/a/Budget_Form.htm
www.moneyandstuff.info/budgetworksheet.htm

d. English Learners' Resources

ESL Kids Stuff www.eslkidstuff.com/
Tennessee Opportunity Program – English in Minutes www.tnoppportunityprograms.org/English%20in%20Minutes1.html
Activities for ESL Students <http://a4esl.org/>

ESL Classroom Materials and Strategies

Cummins, Jim. *English as a Second Language Resource Handbook: A Practical Guide for K-12 ESL Programs*. Thousand Oaks, CA: Corwin Press, Inc. (A Sage Publishing Company, 1993, 1995- 2nd printing.)
Cummings, Jim. *ESL: Accelerating English Language Learning*. Scott Foresman, 1996. Grades 1-8.
Graham, Carolyn. *Jazz Chants for Children*. (Books and tapes) New York: Oxford University Press, 1979.
National Research Council. *Preventing Reading Difficulties in Young Children*, Catherine E. Snow, M. Susan Burns, and Peg Griffin, Eds. Washington D.C.: National Academy Press, 1998.
Tabors, Patton O. *One Child, Two Languages: A Guide for Preschool Educators of Chil-*

dren Learning English as a Second Language. Baltimore: Paul H. Brooks Publishing Co. 1997.

Publishing Companies for Bilingual Dictionaries

Hippocrene Books Inc.
171 Madison Ave.
New York, NY 10016
Phone: (212) 685-4373
Fax: (212) 779-9338
infor@hippocrenebooks.com
orderdept@hippocrenebooks.com

ESL Resource Organizations

National Clearinghouse for Bilingual Education (NCBE)
The George Washington University Center for the Study of Language and Education
2011 Eye Street NW, Suite 300
Washington, D.C. 20006
(202) 467-0807 or (800) 321-6223
Fax: (202) 467-4283
E-mail: askncbe@ncbe.gwu.edu

National Clearinghouse for ESL Literacy Education
1118 22nd Street NW
Washington, D.C. 20037
Phone: (202) 429-9292
Fax: (202) 659-5641

Teachers of English to Speakers of Other Languages (TESOL)
1925 Ballenger Avenue, Suite 550
Alexandria, VA 22314-6820
Phone: (703) 836-0774 or (888) 547-3369
Fax: (703) 836-7864 or (703) 836-6447
E-mail: infor@tesol.org

National Association for Bilingual Education (NABE)
8701 Georgia Ave. Suite 611
Silver Spring, MD 20910
Phone: (240) 450-3700
Fax: (240) 450-3799
E-mail: nabe@nabe.org

Office of Bilingual Education and Language Minority Affairs (OBELMA)
600 Independence Avenue SW
Washington, D.C. 20202-6510
E-mail: obemla@ed.gov

Kentucky Department of Education
English as a Second Language
Contact: Gary Martin
Capital Plaza Tower
500 Mero Street
Frankfort KY 40601
(502) 564-4970

Ohio Valley Educational Cooperative
100 Alpine Drive
Shelbyville KY 40065
Phone: (502) 647-3533
Fax: (502) 647-3581

Other ESL Resources

Help! They Don't Speak English

ESCORT

State University of New York

Bugbee Hall, Room 304

Oneonta NY 13830

Phone: (800) 451-8058

Fax: (607) 436-3606

Immigration Made Simple and Citizenship Made Simple

Next Decade Inc.

39 Old Farmstead Road

Chester, NJ 07930

Phone: (908) 879-6625

Fax: (908) 879-2920

E-mail: info@nextdecade.com

Website: www.nextdecade.com

For information about ESL endorsements to teacher certificates, contact the Education Professional Standards Board at (502) 564-4606.

e. Summer Resources

Summer Food Service Program

www.summerfood.usda.gov/

Call the National Hunger Hotline at (866) 3-HUNGRY (348-6479) or (877) 8-HAMBRE (842-6273) for information on where to find summer sites in your area, as well as additional food-assistance information.

National Summer Learning Association

www.summerlearning.org

10 Tools & Tips for Summer School Success in 10 Minutes

http://info.edmentum.com/10SummerSchoolTips_OnDemand_Presentation.html?ali-Id=209303828

Summer Learning Activities

www.summerlearningactivities.com/sla/default.aspx

This site has an Endangered Earth Program for grades K-3 and an All Over the World Program for ages 9-12.

ETA Cuisenaire

www.eta-cuisenaire.com/index.jsp

This site uses the Vera Tiles to help students self-check their math and reading skills.

Teacher Created Materials Publishing

www.teachercreatedmaterials.com/

This site uses take-home backpacks.

Federal Deposit Insurance Corporation (FDIC) <http://fdic.gov/consumers/consumer/moneysmart/index.html>

This site provides young adults with free lessons and resources about money smarts.

The Writers' Center of Indiana

www.indianawriters.org/

Dr. Judy Willis – Brain-Friendly Learning

www.radteach.com/

Reading Rockets

www.readingrockets.org/

Summer 2011 Reading List www.readingrockets.org/content/pdfs/buyingguide/2011summer_allages.pdf

This site is organized by age/grade level and includes the title and author of the book.

Thinkfinity www.thinkfinity.org/

Thinkfinity is a partnership of Verizon Foundation and its content partners. This site includes free educational resources across seven disciplines as well as parent materials and at-home activities for kids.

Read, Write, Think

www.readwritethink.org/

The National Children's Book and Literacy Alliance

<http://thencbla.org/>

f. Preschool Resources

Free Books for Children

Children need to be exposed to books and reading. Advocates can provide books for migrant families so the children understand how to open the book, where the words are and which way to read. These are important concepts that can be easily taught.

[First Book](#) is a national nonprofit that has provided more than 50 million new books to children in need. These books are free to programs that can pick them up or for just 35-65 cents per book to have them shipped. You can also order books at a discounted rate from the market place. www.fbmarketplace.org/

[Reading Rockets](#) is a site that has a list of national book giveaway programs that would be beneficial for advocates. Some of the sites include: Heart of America Foundation, Library of Congress Surplus Books Program, Lisa Libraries, the Literacy Empowerment Foundation, Reach Out and Read (ROR) and Reading is Fundamental (RIF).

Scholastic Literacy Partnership – Reduced prices for books, no shipping and handling charges, and 10 free book bonuses with every \$150 spent. <http://teacher.scholastic.com/products/literacypartnerships/index.asp>

Literacy Resources

Literacy covers a lot of different topics that can be used for preschool students. For example, identifying colors, numbers and letters would be activities to use for this age.

[Baby Bumble Bee](http://www.babybumblebee.com/funtastic.cfm?gclid=CMj4u5upv6g-CFQmt7Qod82J7ow) is a site that includes free teaching tools you can print and use right away. There are number posters from 1-20, alphabet posters and a vocabulary builder. There are also number flash cards from 1-25. This site also would be valuable for kindergarten students. www.babybumblebee.com/funtastic.cfm?gclid=CMj4u5upv6g-CFQmt7Qod82J7ow

Disney Jr. <http://disney.go.com/disneyjunior>

Helping Your Child Learn To Read

[www.ifg-inc.com/Consumer Reports/LearnToRead.html#startyoung](http://www.ifg-inc.com/Consumer_Reports/LearnToRead.html#startyoung)

Pauly's Playhouse Game Page www.paulyisplayhouse.com/pauly's_playhouse/game_page/game.html

[Star Fall](#) is a site that has a calendar to help preschoolers identify the days of the week. There also are books that can be read aloud to children. The site also has pictures that correspond to all the letters of the alphabet. www.starfall.com

[Letter of the Week Preschool Curriculum](http://www.letteroftheweek.com/index.html) is a neat site that shows exactly what to teach preschoolers week by week, from recognizing colors, numbers, letters and shapes to letters of the week and sounds of the week. It also includes some kindergarten ideas that could be beneficial as well. www.letteroftheweek.com/index.html

Alphabet Theme

When working with preschoolers, one approach is using a thematic approach. A thematic approach puts everything together so children can easily relate one subject to another. Using the alphabet is a perfect way to incorporate different skills. There are several Internet sites that use the alphabet and provide a variety of crafts, games, recipes and other

activities that are educational for preschoolers. These alphabet activities will help prepare preschoolers for kindergarten. These activities also would be beneficial if advocates are responsible for preschoolers during the summer programs.

Preschoolers Express by Jean Warren – Alphabet Games

www.preschoolexpress.com/game_station07/alphabet-games-sep07.shtml

Alphabet Activities: This site has a variety of printables including assessment forms, tracing, alphabet booklets, letters, matching upper- and lower-case letters, flashcards, and hand sign flash cards. www.kidsparkz.com/alphabetprintables.html

DLTK's Educational Activities – Alphabuddies Alphabet Section: Includes coloring pages for each letter, crafts, tracers, songs, books and games.

www.dltk-teach.com/alphabuddies/index.html

ABC Twiggles – Multi-Sensory ABC Letters Preschool Curriculum: This is a curriculum that you can purchase online; however, all the information for letter A is free. www.abctwiggles.com/letter/A

Kids Learning Station – Teach Kids the Alphabet – Printable Alphabet Worksheets: This site includes worksheets that will help preschoolers identify upper- and lower-case letters, recognizing of letters, printing letters, matching letters, coloring pictures that start with a particular letter or putting the letters in the correct order. www.kidslearningstation.com/preschool/alphabet-worksheets.asp

Fisher-Price Learn Your ABCs song

www.fisher-price.com/us/fun/games/abc/

PBS Kids – Between the Lions: ABCD Watermelon has children pick which letter comes next in the alphabet. <http://pbskids.org/lions/games/abcd.html>

Alphabet Goop: Stir the goop and then match the picture with the correct letter. www.tvokids.com/games/alphabetgoop

Alphabet Resources www.internet4classrooms.com/kplus_alpha.htm

Colors and Shapes Theme

Preschoolers Express by Jean Warren – Music & Rhyme Station – Color Songs and Rhymes www.preschoolexpress.com/music_station06/music_station_aug06.shtml

Animals Theme

Animals are another great theme idea for preschoolers. Children at this age are beginning to learn different animal sounds and learning to identify various animals. Children could color pictures of various animals and learn about the different types of animals that are around. When teaching children about these animals, ask them what the beginning letter sound is and incorporate some literacy into the animal theme. Advocates also can incorporate math by having the children count the number of animals on a coloring page.

Migrant Head Starts

Migrant Head Start Locations

[Click here to view a map of Head Start Center Locations](#)

Audubon Area Century Family
Development Center
1301 Tamarack Road
Owensboro, KY 42301
Migrant/Seasonal Head Start

[Driving Directions](#)

[Click to see on map](#)

Community Action Council, Migrant
Head Start
710 West High Street
P.O. Box 11610
Lexington, KY 40576-1610
(859) 233-4600

Bourbon County MHS Center
311 High Street
Paris, KY 40361
Migrant/Seasonal Head Start

[Driving Directions](#)

[Click to see on map](#)

Casey Migrant Head Start
91 Possum Trot
Liberty, KY 42539
Migrant/Seasonal Head Start

Winburn Center
1169 Winburn Drive
Lexington, KY 40511
Migrant/Seasonal Head Start

[Driving Directions](#)

[Click to see on map](#)

Christian County Migrant
1355 Glass Avenue
Hopkinsville, KY 42240
Migrant/Seasonal Head Start

[Driving Directions](#)

[Click to see on map](#)

Audubon Area Henderson Family
Development Center
338 3rd Street
Henderson, KY 42420
Migrant/Seasonal Head Start

[Driving Directions](#)

[Click to see on map](#)

Killian Migrant Center
900 Walnut St.
Owensboro, KY 42301
Migrant/Seasonal Head Start
[Driving Directions](#)
[Click to see on map](#)

Nancy Migrant Head Start
874 Hwy. 196
Nancy, KY 42544
Migrant/Seasonal Head Start

Lake Cumberland Head Start
P.O. Box 830
Jamestown, KY 42629
(270) 343-6400
(serving Adair, Casey, Clinton, Cumberland, Green, McCreary, Pulaski, Russell, Taylor and Wayne counties)
www.lc-hs.org/migrant.html

Sebree Migrant
Sebree Elementary School, 61
North State St.
Sebree, KY 42455
Migrant/Seasonal Head Start

Harrison County MHS Lebus
118 N Walnut
Cynthiana, KY 41031
Migrant/Seasonal Head Start
[Driving Directions](#)
[Click to see on map](#)

Telford YMCA
1100 E. Main St.
Richmond, KY 40474
Migrant/Seasonal Head Start
[Driving Directions](#)
[Click to see on map](#)

Warren County Head Start
200 East 4th Ave.
Bowling Green, KY 42102
Migrant/Seasonal Head Start
[Driving Directions](#)
[Click to see on map](#)

Other Resources for Preschoolers

PBS Kids: Preschool Activities has links for various arts and crafts, games, recipes and science activities. <http://pbskids.org/zoom/activities/preschool>

Traveling with Children has advice that works to keep kids occupied while traveling. Since our migrant families are often on the move, this may help with some ideas to share with them if there is a need. www.redshift.com/~bonajo/cartrip.htm#Tracy

Preschool Express by Jean Warren www.preschoolexpress.com

Kids Learning Station has printable preschool and kindergarten worksheets and provides a variety of worksheets including ones focused on numbers, alphabet, shapes, colors, size, pattern recognition, same and different, writing readiness, scissor skills, time, phonics, math, left/right, money, sight word, measurement, and seasonal/holiday.

www.kidslearningstation.com/

Kiddies Games has different activities kids can play by clicking the mouse. The Alphabet Bang and Big Alphabet Bang have the children listen to the alphabet and click on something that starts with each letter. There also is a video on knowing emergency numbers and learning the parts of the body.

www.kiddiesgames.com/en/preschooler_games.php#alphabetbang

g. Education Resources for School-Age Children

Centrol Virtual Cervantes provides Spanish vocabulary for children 7 to 9 years old. Students learn a variety of vocabulary words including park, family, colors and more. <http://cvc.cervantes.es/ensenanza/mimundo/>

Scholastic Celebrate Hispanic Heritage! is a concentration game with Spanish vocabulary words. <http://teacher.scholastic.com/activities/hispanic/pinata/game.htm>

Cartoon Network in Spanish www.cartoonnetwork.es/

Spanish Flashcards <http://spanishflashcards.tripod.com/>

Spanish for Children <http://alonndra.com/>

This website has resources for your Advanced Placement quizzes as well as a variety of educational worksheets for students. www.uni.edu/becker/Spanish3.html

h. Parent Resources

Childcare

Pregnancy (in both Spanish and English) http://kidshealth.org/parent/pregnancy_center/your_pregnancy/medical_care_pregnancy.html

www.whattoexpect.com/pregnancy/week-by-week/landing.aspx

WIC (Women, Infants and Children) www.fns.usda.gov/wic/

Child Care Assistance Programs: Eastern Kentucky Child Care Coalition www.ekccc.org/?page_id=32 <http://chfs.ky.gov/dccs/dcc/ccap.html>

National Association of Child Care Center Regulation and Referral Agencies www.nac-crra.org/

Childhood Diseases

www.netdoctor.co.uk/diseases/facts/childrensdiseases.htm

Raising Bilingual Children

Raising Bilingual Children www.raising-bilingual-children.com/

Colorin' Colorado!: reading tips for birth through 3rd grade in a variety of different languages www.colorincolorado.org/educators/

i. Other Resources

U.S. Office of Migrant Education www2.ed.gov/programs/mep/index.html

Learning Spanish www.lingolex.com/spanish.htm

Labor, Education, Health, Safety and Miscellaneous

U.S. Department of Education www.ed.gov

National Center for Farm Worker Health www.ncfh.org/

Kentucky Grant Watch <http://kentucky.grantwatch.com/collection.php?cat=41>

Family Education Rights and Privacy Act (FERPA)

<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

National Council of LA RAZA (Health and Education for Hispanics) www.nclr.org/

National Clearinghouse for English Acquisition www.ncela.gwu.edu/

Ohio Valley Educational Cooperative (Migrant Even Start project information, recent events, Web links, student registry, online courses and free materials) www.ovec.org/

Translations for English to Spanish www.spanishdict.com/translation

Scholarship Resources: MALDEF Latino Legal Voice for Civil Rights in America
www.maldef.org/leadership/scholarships/index.html

Puzzle Maker www.discoveryeducation.com/free-puzzlemaker/?C-FID=12356956&CFTOKEN=31129972

National Websites

NSLP: (National School Lunch Program): Provides nutritionally balanced, low-cost or free lunches each school day. www.fns.usda.gov/cnd/Lunch/

United Way Free Tax Preparation http://uwbg.org/index.php?option=com_content&task=view&id=206&Itemid=45

United Way Success by 6: Resources for kids under 6 and parents
www.uwbg.org/index.php?option=com_content&task=view&id=351&Itemid=1

Center for Family and Community Services www.kycfcs.us/donations

National Dropout Prevention Center www.dropoutprevention.org/

Toolkit for Hispanic Families www2.ed.gov/parents/academic/involve/2006toolkit/index.html